Digital Schools of Europe Final Evaluation

Edited by Annie Bergh and Staffan Hessel

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1. Introduction

As a result of the success of the Irish Digital Schools of Distinction award scheme, and enquiries from a range of EU countries regarding its implementation, this project has been set up to explore and promote best practice in Digital Technologies in schools and explore accreditation systems in the participating countries.

This project has two parallel objectives:
1. Exchange of good practice between schools in 8 EU countries (pupil age group 4 – 14) in using digital technologies to enhance teaching and learning. Additionally, all the schools would commit to involvement in an eTwinning project.
2. Each regional organisation will investigate the feasibility of implementing an accreditation scheme for schools based on their use of digital technologies, using the Irish Digital Schools of Distinction programme as a template for discussion.

Eight countries are part in the project:
Leading Institution: Dublin West Education Centre
INTO: Professional Development Unit
Finland (Oulu): Regional Education Authority
Denmark (Odense): Education Centre
France (Limoges): Teacher Training College
Italy (Pisa): Municipality
Spain (Murcia): Education Centre
Sweden (Malmo): Municipality
Portugal (Lisbon): Teacher Training organisation

A minimum of two schools which have an association with the partner organisations, will be involved from each country.
These schools will be required to participate in an eTwinning Project.
Three Transnational Project meetings were held each year. All international project meetings incorporated:
(a) Opportunities to observe good practice in the use of digital technologies
(b) Opportunities to discuss the practicalities of the development of an accreditation system for schools in the host region
(c) Meeting of representatives from partner organisations in relation to planning, monitoring and evaluation of the development of the project.
Outcomes:
1. To recommend a set of criteria and structures in relation to standardising a Digital Schools of Europe award system, and to develop an online self-evaluation tool for schools to assess their capacity with regard to their integration of digital tools.
2. Linked with these criteria, and informed by the practices observed in the course of the project, an online, interactive web site will be developed, recommending and highlighting recommended practices for teachers and schools to help develop their digital capacities.
3. A Training Suite of 4 courses - 2 for teachers involving usage of technology and inclusive education, 1 for school management and 1 for validator training
The Intellectual Outputs produced during the project:
● Digital Schools-where are we now? State of the Art
● Needs Analysis

- DSoE Website
- Social Media for Collaboration Work
- Best Practice
- Dissemination
- Training Course for Teachers
- Training Course for Validators
- Training Course for School Management Planning
- Training Course Universal Design for Learning
- Roadmap for Digital Schools
- DSoE Accreditation Feasibility Report
- Final Evaluation

2. The evaluation work and data collection

From the start of the project there has been a structured ongoing evaluation process which has consisted of activities carried out in tight and continuous cooperation by the evaluation team and the partners.

2.1 Evaluation and monitoring of progress at Transnational Partner Meetings

Eight Transnational Partner Meetings have been held during the project and they have been used for quality assurance where the progress of the projects different parts has been closely monitored and descriptions and decisions have been carefully documented in the minutes from each meeting.

The frequent number of Transnational Partner Meetings and the close relationship between the partners made the evaluation and monitoring of the different tasks and activities progress smooth and efficient. The coordinating partner made great efforts to lead these meetings and review all parts and budget of all projects at all meetings. All the meetings were well structured and had a clear agenda which was sent out in advance and covered all project activities and intellectual outputs being monitored at the meetings.

This made it easy to get an overview of the status and development of the project. All meetings were also well documented, which facilitated partners' work in the project between the meetings. These process meetings were open hearted and there was room for agreeing and shaping different parts as you could discuss in detail the different parts and together solve difficulties and overcome difficulties.

The fact that most partners collaborated earlier in different projects and knew each other significantly facilitated the work and made it flexible and solution-focused.

2.2 Transnational Partner Meeting Surveys

At the end of all Transnational Partner Meetings partners and participants from schools (heads and teachers) were given a survey about how they experienced the meeting. The meetings with its possibilities for exchanging experiences, educational discussions, school visits and examples of best practice made the number of representatives of schools in the project increased. Both principals, teachers and stakeholders participated in large

numbers in transnational partner meetings. In part of the partner organizations KA1 projects were created to make it possible for heads and teachers to take part in Transnational Partner Meetings.

In the Transnational Partner Meetings, the participants were asked about their expectations of the meetings and how they were fulfilled. The partners were also asked about what aspects of the programme and examples of best practise that were of most benefit to their school or organisation. They were also asked about how they intended to disseminate what they gained.

The same questions have been used for all meetings which will make it more accurate to compare the participants' experiences.

The questions were:
- What were your expectations for the meeting?
- How were this expectation fulfilled by the meeting?
- What aspects of the meeting programme have been of most benefit for you?
- What examples of good practise will be of most benefit for your school/organisation?
- How will you disseminate what you have gained from this meeting?
- Have you any suggestions for how the programme could have been improved?
- Any other comment you wish to make?

2.3 Final Evaluation Survey

In the middle of June 2018, a Final Evaluation Survey were sent to all participants who attended Transnational Partner Meetings during the projects lifetime, and a remainder about the survey was sent out in the beginning of September.

In the Final Evaluation Survey, the participants were asked about how they participated in the project and if they shared or used examples of good practice. They were also asked about the use of the DSoE Roadmap, the DSoE website and the DSoE courses.

They were also asked about participation in eTwinning projects, transnational meetings and school visits. Finally, they were asked about the projects impact on their work and school or organisation.

The survey was conducted to ensure that all participants were given the opportunity to share their experiences and how they participated in the project.

The questions asked were:
- How did you participate in the project?
- Have you shared examples of good practise?
- Have you used examples of good practise?
- What examples of good practise have been of benefit for your school/organisation?
- How have you used/worked with the DSoE roadmap in your school/organisation?
- If so how?
- Have you participated in an eTwinning project?
- What did you learn from the transnational meeting/meetings you participated in?
- What did you learn from school visits?
- Have you used the DSoE webpage http://www.digitalschoolseurope.eu/?

- If so how?
- Have you used the DSoE Course page http://digitalschools.academy/?
- If so how?
- What did you learn from the project?
- Has your participation in the project had impact on your work? School/organisation?
- If so, how?
- Anything else you want to comment on?

2.4 Other sources

Other documentation and observations from meetings have been used in The Final Evaluation. The Interim Reports and the Project Report have also been used in the final evaluation.

3. Summary of Collected Material

3. 1 Progress of the Project Documented at Transnational Partner Meetings.

Eight Transnational Partners Meetings have been held during the project. During these meetings, the partner group has met and followed up and evaluated the work of the project with all activities and outputs. Every meeting was thoroughly documented.

One of the main objectives was to investigate the feasibility of implementing an accreditation scheme for schools based on their use of digital technologies, using the Irish Digital Schools of Distinction programme as a template for discussion. The progress of the work with the accreditation scheme has carefully been documented in Feasibility Report, one of the outputs of the project.

"Because of very good leadership by the coordinators from DWEC everything that was planned was fulfilled."
The quote is from the Project Report and it is one of the main reason for the good work and cooperation in the project. A summary of the minutes from all eight Transnational Partners Meetings is reported below to show how the progress of the project was monitored and evaluated in the meetings.

The First meeting in Dublin, 15th to 18th October 2015, Ireland was well structured by the coordinator.
The DSoD award scheme was presented with the 5 criteria:
- leadership and vision
- ICT integration in the Curriculum
- School ICT-culture
- Continuing professional development
- Resources and infrastructure

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The Key Principles were presented
- Focus on integration of technology with curriculum and on teaching and learning.
- Acknowledge efforts of school staff on attaining high standard of digital integration.
- Quality mark: Badge of honour. Similar to eco-schools
- Explore whether this thinking applies to other countries and can benefit the pupils

At this first meeting it was decided about communication between the partners. Mailing lists in Google together with Google docs and Google+ were decided to be used for the project, easily accessed tools.

A clear payment schedule and payment routines were established.

The application was looked upon in detail and the work regarding activities and outputs were carefully discussed and distributed among the partners.

At the second Transnational Partner Meeting in Oulu, Finland, November25th to 29th November 2015, joint work was focused on the first outputs State of the Art and Needs Analysis and the Multiplier Events connected to the Needs Analysis.

The third meeting was held in Odense, Denmark, 6th to 10 April 2016. In that meeting the work with the outputs State of the Art and Need Analysis were presented and the reports shared. These outputs were important part in the project as they analysed the level of digital technologies in learning and teaching and level of teachers', students' and heads' confidence in using ICT and also what is needed for integrating ICT in the schools.

The meeting also focused on reporting progress, planning and distributing tasks around the other outputs: Website, Digital roadmap, Social Media for Collaboration, Best Practice, Dissemination, Evaluation and Training Courses.

It was also reported that several countries applied for KA1 projects to send more participants from schools to the meetings.

The different courses were presented and discussed in detail:
- The adaption of the Teacher's Course to be used in the DSoE partner countries
- Validator's Course; Who will take it and how to adapt the Irish system to DSoE.
- Universal Design for Learning with focus on designing for students with different abilities.
- Training Course for School Management Planning based on the 5 criteria.

The feasibility of the DSoD accreditation system and the question if it was desirable in the partners schools and if any progress had been made and what the obstacles were discussed. All the partners thought that the accreditation system was feasible and desirable and work with pilots, planning and discussion were already going on among the partners.

At the fourth Transnational Partner Meeting in Limoges, France, from 12th to 16th October 2016 the progress of the project was presented:
- The work on the DSoE Roadmap and the 5 criteria
- The DSoE website, now open for registration and the self-assessment tool on the site.
- Best Practise on the website and the need for more examples.
- The progress of Social media presence and eTwinning

Much work was focused around workshop about the Roadmap and the 5 criteria and the adaption into a European context.

Other workshops took place about Best practise and eTwinning and discussions about the content of the online courses.
The work about collating the Interim Report was distributed.

The Fifth meeting took place in Pisa, Italy from 8th to 12th February 2017
At the meeting the was a session of how far the partners were progressing with the project
Irish coordinator: 2013 started DSoD. It is on the road and it is working. Now it is about the next step, does it work in an international perspective?
Danish partner: Most work with the collaboration, for example eTwinning. The schools are very interested, and they are planning for starting DSoOdense
Swedish partner: Regular meetings in group to discuss how to proceed. 11 schools are currently in the project. We are piloting a project to see how to best implement the Roadmap. We have a decision by our department to implement the Roadmap in Malmo, starting August 2017 as DSoMalmö.
Spanish partner: The schools are interested, there will be participants in the meeting in Spain to think about the next step.
 Finnish partner: Schools are interested in DSoFinland. 4 supporters of this project. Meeting one time every month to follow up. Working on the validator's course. Teachers are interested, so they applied for KA1/projects. Have implemented the Roadmap and translated it into finish. Worked with it in 2 schools. Renewing the curriculum in Finland at the same time.
French partner: Collecting Best Practice mainly. Discussion to implement Roadmap in national level. Class code in French. A quite slow process to get the Roadmap working.
 Portuguese partner: The partners are training teachers, but they are not New plan for schools. 20 schools interested and have evaluated themselves. Need to go to the next step. Best possible moment to implement DSoPortugal. Feels confident that DSoP will happen. Need to work fast.
Italian partner: DSoPisa is on it\s way.

The progress of the online courses presented and discussed; Training Course for Teachers, Training Course for Validators, Training Course for School Management Planning and Training Course Universal Design for Learning.

The adapted generic Roadmap was discussed. The roadmap is to identify strength and weaknesses. The schools need support on their way to the validation. Core principles will be the same. How can we get support from EU?

The Sixth meeting was in Cartagena, Spain from t11th to 14th of May 2017
The Interim Report was accepted.
The coordinating partner had been in contact with EU on different levels to inform about DSoE. The EU framework of self-assessment tool SELFIE was reported to be ready. The question was how the work with the Roadmap could be used in relation to SELFIE in the future.

The ideas of DSoE were beginning to get implemented by many partners. The Swedish partner had created a digital self-evaluation system for the schools based on the translated and adapted Roadmap. The Portuguese partner had planned for a pilot test with 100 schools.

The Finnish partner were developing courses and were implementing the DSoE project in the Oulu schools. The Roadmap was translated to Danish and was testing it in school and presenting it to ICT-advisors. The French partner was in contact with national organisation concerning the use of DSoE in Schools. The Italian partner had made plans for using DSoE in schools in Pisa.

The progress of Intellectual Outputs were reported and the next steps discussed. The roadmap was published on the DSoE WordPress website and you could flip the criteria for more information and examples of Best Practise. All partners can publish on the website Best Practise examples were published by country and subject.
The courses were published one after another on Moodle Platform and will be ready in August. Courses are open to everybody.
Workshops with participants in the Cartagena meeting were held to promote eTwinning.

The seventh Transnational Partner Meeting was held in Lisbon, Portugal, 15th to 19th November 2017
Further progress had been made by the partners during 2017.
The Portuguese partner gave a background to Digital Schools of Portugal - wanted it to be outside the government but with their support because it needs to be something that will last. The government is very interested. This has been opening the doors to some of the schools. The partner is now looking for a hundred schools to participate in the work with Digital Schools of Portugal. A group of people has been trained by the Irish coordinator to be validators. The plan is to give validated schools a digital badge and find sponsors for encouragement.
The Roadmap is now translated into Danish and the Danish partner tested it in a school in September. The next step is to arrange a meeting at BETT, London - 400 people will have a half-day session about DSoE led by Irish coordinator.
In Pisa, Italy there is set up a DSoPisa committee The Roadmap and the criteria are translated. It could go into the National plan. We hope that more schools will get involved initially. Are looking for local sponsors as well.

In Malmö, Sweden the Roadmap and criteria are now translated and adapted to local conditions and will be a part of the ICT-strategy for the 75 primary and secondary schools in Malmö. There is a ready digital self-assessment tool built in Google Apps for Education that they have to do starting January 2018. Validation documents have been translated and adapted and a local validation has been prepared. A group of heads and stakeholders from the Malmö visited Dublin in October and studied the validation of schools.
The French partner has begun translation of documentation, working with schools and a local validation. Also started the work of putting courses on a French training platform.
The Spanish partner will present the DSoE programme in a multiplier event.
In Ireland 400 schools have been validated in the Irish Digital Schools of Distinction award scheme. It is 10-15% of all schools. The plan for next step for those schools is higher level of award and to reach that the school has to work with SELFIE. The Department of Education and many Schools are interested.
In Oulu, Finland schools made the assessment according to the Roadmap. The heads are going to test the DSoE Online Training Course for School Management Planning. The

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roadmap is translated to Finnish. Another municipality in Finland, Liminka, will start the using DSoE programme with the help from Oulu. Totally 52 schools will participate.

At the meeting workshops and discussions about eTwinning and Social media took place. The questions about how DSoE will continue virtually was raised. How to work and inform about the project and the schools.

A template for reporting dissemination activities was created and ready for use.

The online courses were ready and open for registration at http://digitalschools.academy/ Digital badges for the courses were being produced.

The last Transnational Partner Meeting was held in Malmö, Sweden 23rd to 27th May 2018.

At the meeting the Irish coordinator reported that they were working with the DSoE Accreditation Feasibility Report and were writing about progress, meetings, summary and conclusions.

The French partner has been translating the Roadmap and Training Course for School Management Planning, had language problems and conflict with other courses. Discussing open badge system.

In Pisa Italy some progress in the DSoPisa has been made, translation of Roadmap and documents. Decision has been made to use it in Pisa and province. One school ready will be validated in June. A board is leading the work. Discussions about the teacher's courses. Found a sponsor anderswinst.it

In Malmö, Sweden DSoE is integrated in the city´s ICT plan and mandatory for all schools in a 3-year period. The schools are using the digital self-assessment tool that is connected to a digital map showing the status on the Roadmap. The schools are also going to be validated.

The Spanish partner reported that DSoE fits in the Spanish ICT-development and strategy in a wide sense.

The Portuguese partner reported that there is self-evaluation on the Portuguese website. 47 schools registered and 68 evaluations done. Partnership with other programs.

Schools that registers are given advice and support.

In Finland criteria are now used for discussion in schools and among heads in Oulu.

The schools want to work with the DSoE criteria on their own.

Schools have been visited by ICT advisors to help with the self-assessment.

There is a Finnish self-evaluation system also and DSoE is complementary.

Hamelinna community is interested and DSoE will be presented there.

In Ireland 1885 schools have registered 409 has been validated. Many schools are working with the process.

In Odense, Denmark the Roadmap presented to all leaders in Odense. Translation is in progress. A version for kindergarten also.

Greenland interested in the roadmap for validation of all their schools.

Meeting in interested schools in 4 hours about the roadmap

Another community, Middelfart, is also interested. It is also a discussion of culture and the changing of culture, A Ph.D. Student is interested in following the project. Google in Denmark is also interested

The use of the DSoE website had gone up and also the use of the self-evaluation tool on the site. There is now a guide for publishing Best Practise, more examples are needed. More information is needed about project activities.

More documentation about eTwinning is needed and how Social media have been used.

The courses now had registered users; Training Course for Teachers has 38 users;

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Training Course for Validators has 33 users; Training Course for School Management Planning has 33 users and Training Course Universal Design for Learning 31 users.
The Roadmap was now on the website, broken down in the 5 criteria, updated and linked into the self-evaluation. If you were registered you would get an email with results.
Also, users from Albania, Algeria and USA registered.

Participating schools directly affected by DSoE;
Italy 184
Portugal 100
Sweden 76
Finland at least 12
Denmark 35
Spain 100

3. 2 Transnational Partner Meetings Surveys

For the first meetings, 30 representatives of schools, partners and stakeholders from partner countries travelled to the meetings, but subsequently the number increased to the average of 60 participants at the later meetings. The meetings have offered staff from schools and stakeholders who are part of the project the opportunity to learn best practice through school visits and discuss and plan collaboration e. g. eTwinning projects and exchanges.
At the end of every meeting the participants were given a survey.
In this part we choose to present answers that we think represent the work and activities during all the transnational partner meetings and that are representative for the answers in the documentation. We try to present diverse views and not repeat answers. The answers are also chosen so that they are intended to reflect the various meetings. The answer quotes on the questions follow the order of the meetings.

What were your expectations for the meeting?
"I was expecting to see modern digital learning environments that could help me to create my own school´s environment. Also, I hoped to be part of a network of principals and learn more how to make a masterplan to our school with your staff and ICT-coordinators."

"To analyse in detail the application as approved. To discuss management procedures. To see examples of good practice in Irish schools."

"To do more networking. To get a focus on how ICT can enhance learning"

"From the partners' point of view, that we have time to fully and comprehensively cover all aspects of project management and implementation."

"To further the goals of the DSoE project and consolidate work already done."

"Exchange of practices and explanations about the validator course and the roadmap."

"Sharing of best practice projects. Meeting potential eTwinners. Observation of education practices in host country. Cultural experiences: tradition, language and food. DSoE: Launch of DSoPortugal."

"Get to know Swedish school system, to see invested resources and of course find out pedagogical solutions and innovations. I also discussed with people about Swedish curriculum and the ideology of

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learning behind it. I also wanted to see what is the path of digital education through compulsory school and level of skills when students continue to second level studies. I work as a high school principal so that's why it inspires me."

"We went to this meeting with the purpose of investigating how the DSOE project would work throughout partner countries in Europe. The meeting in Malmö succeeded in providing this clear outline of what was intended by the initial concept. It is obvious for projects like these to succeed there must be great cooperation and collaboration between the different countries to make it a success and ensure continuity."

How were these expectations fulfilled by the meeting?
"See the use of ICT in the classroom and ask questions to teachers who use them systematically allowed me to analyse future scenarios to be implemented in my classes. The sharing of what I saw could encourage the use of ICTs and seek ways to acquire equipment".

"The presentation of organisational matters, while tedious, was very necessary to ensure smooth running of the project, giving realistic expectations of financing. The partner discussions on the content of the application was open and honest and led to a fuller understanding of the amount and complexity of everyone's role in all aspects of the project."

"During this meeting there was direct contact with the schools, their teaching methods and organization of school spaces."

"My expectations were partially fulfilled by the meeting. I'm still not sure about the form of the digital roadmap."

"They were fulfilled very well. As I thought before we did have more and perhaps better equipment as well compared to Italy. But I also expected that we not necessarily make use of all our devices in a good way. We mainly use our devices as a typewriter and searching the net for facts about this and that. Here I saw how to make use of IT in a much more thoughtful way and in more aspects than we do at my school. In Pisa they simply do more with less."

"Progress was made on project objectives. There was a sharing of practice. There was extensive professional dialogue"

"The workshops and groups meetings helped me to grasp the main ideas behind the movement while the week in general was a great opportunity to learn from colleagues at various points."

"School visits. Engaging with principals, teachers and pupils Focused questioning. Great platform for networking"

What aspects of the meeting programme has been of most benefit?
The school visits and the discussions afterwards on how we can use the ICT as an instrument to support the children´s learning progression.

"The clarity of objectives, the planning of the activities, the stimulating discussions about implementing and using ICT in teaching."

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"To be able to compare my ideas, opinions, doubts with those of other teachers' and participate actively to this project learning from seminars and workshops held during the meetings."

"I have been participating in all meetings, which I Think has been a great benefit, I can go deeper every time and since I already know so many people."

"Teachers' comments and partners' reflections on the main aspects of the project."

"Sharing experiences with other principals and others, demonstration of the use of digital tools, cooperative work between pupils"

"Friday afternoon in small a group working on the roadmap and the check list for validators"

"Arranged eTwinning project with Sweden and Denmark with fellow Special Education Teachers. Made links with two Irish schools to share practice on Lego and Coding and have agreed an initial school visit. Have made strong links with fellow Dublin Colleagues in participating schools and Education Centre. New friendships. Renewed commitment and energy to inclusive education.

"The visits to schools where demonstrations of best practice using ICT in schools. These demonstrations were well planned and excellent. The welcome we got from all schools was brilliant."

What examples of good practise will be of most benefit for your school/organisation?

"Didactic units with the use of technology and methodologies such as projects, Problem based learning, cooperative learning, etc, that is what we are trying to improve in my school. I think we can help each other."

"The good practice of award the schools who decide to innovate their learning processes, via analogical and digital means, could be of benefit for my organization. This would correspond to a bottom-up approach to a successful experience, which would be complementary to the one that my organization is undertaking"

"I was interested by the fact that students can bring and use their own devices in the classroom. The size and layout of the Vissenbjerg School impressed me.
padlet, google my map, appear.in, angry bird (if possible) kahoot, Aurasma etc
the use of Kahoot and of Scratch to introduce young learners to coding."

"I like the fact that the students could tell us so much about how they use their Tools."

"I saw some good examples of how to work with robots and I also was very interested in the studies of robotics as a pedagogical tool that we heard about."

"How to make the Roadmap visible to people not being a part of the project of DSoE."

"To see how the schools work with creativity as a tool for learning was inspiring and will influence the way i plan my future projects".

"There were several examples of good practice, particularly in the private school on Friday which I will attempt to use in my school, for example using green screen technology to integrate various subjects, robotics using coding etc. I gained a greater understanding about creating a

whole school ICT policy and the importance of bringing all of the staff on board."

"The Finish model for presenting the DSoE Roadmap".

"Use of software to manage children's' learning. A child in one of the schools demonstrated his own personal account in which his performance was recorded and parents could also login."

"We saw from an ICT organisational level that Malmö Stad have a huge programme in place at a local level. This provision and support for devices is of a great benefit to the teachers in all their schools. The infrastructures in place, both at a broadband level and managed WIFI are delivering success at individual pupil level in each class on a daily basis. The agreed domains for communication also have a priority effect on establishing good communications between schools, teachers and pupils. This is something all partner schools must strive to establish in their local areas."

How will you disseminate what you have gained from this meeting?
"A section of our website will be created to publicise the project. We will be involving more schools as time goes on and the interaction between Digital Schools of Distinction will help to spread the word wider again."

"I don't think that my schools is at stage where I at the time being, can disseminate things/ideas to other schools. For me the most important thing right now is to plan and start a process on how we want to use ICT at my school."

"By using our school platform and variety of local school meetings."

"I tell about the visit at our meetings in the department and at the meetings for the whole staff. I use apps, techniques, ideas that are presented to me during the visits. Afterwards I discuss the effects with my colleagues. If the effects are good, they might use the ideas as well."

"Meetings with decision makers in Malmo. Working through the roadmap at my school. Working through the roadmap with the pilot in Malmo. Introducing the roadmap in Malmö august 2017".

"I will continue my work with these issues with the leaders and staff at my school."

"At my school we have a DSoE group where we discuss the project meetings and our impressions from them. In this group we also work together on developing a digital strategy for the school, an implementation plan and we have done a preliminary evaluation of the ICT status of our school in cooperation with the Danish DSoE partner."

"I'll integrate some aspects the teachers training programs I lead and also use social media."

"As a principal I report for my teachers how you do things on Sweden. I'm arranging small lecture and workshops about positive pedagogy for my teachers so these examples from your schools are very valuable!"

Have you any suggestions for how the programme could have been improved?
"I think that the discussions with the other schools are of great benefit. If we want to develop some good ideas/practices together it is important that we have time at the meetings to discuss/develop the use of ICT"

"I feel the programme was well balanced. Partners had (nearly) enough time to get to grips with

the application. Both partners and teachers got to experience our DSoD system in action. Teachers got to visit 3 DSoD schools, some time to discuss among themselves, and some time for discussion with the partner group."

"I think that one of the things that are unique for this project is the mix of personnel from different parts of the school system. It makes for interesting discussions with different perspectives. During this visit partners and participants have been divided a good part of the time (and with good reason) which was a shame. Maybe the school visits would be even more interesting if there were themes for the visits - specific points to be made or something like it."

"Time to reflect with others. The schedule is quite busy, but you also need time to get to think it through."

"Some sessions of the Partners meeting can be organized in subgroups talking about specific topics."

"School visits should be well planned and information shared before the visits. To enhance the networking - Make groups with people from different countries Decide where people sit at dinners so that all the countries are evenly represented."

Any other comment you wish to make?
"I wish that what it has been said could become integrated in our curriculum and local schools."

"I enjoyed meeting all the partners and I got a feeling that we can do great work in this project".

"I am looking forward to the next meeting. I found meeting other partners stimulating and encouraging."

"The trip was very interesting and has given me a good grasp of what is needed to progress my school in relation to ICT. I have developed a much clearer vision of where the school should be heading as a result of workshops, various speeches, and general conversations with teachers and partners from all of the European participants."

"I again would like to express my gratitude to all in Malmö for making this event possible. We are always privileged as teachers to get the opportunity to travel and attend these meetings. It would be our intention to relay the learning we have gained back to our own schools and staff. We hope that in the future, visits like these will be responsible for making huge changes in how we engage and advance our pupils learning with appropriate new digital technologies in education."

3 .3 Final Evaluation Survey

The survey was conducted to ensure that all participants were given the opportunity to share their experiences and how they participated in the project. 41 respondents answered the survey.
In the Final Evaluation Survey the participants were asked about how their participation in the project and if they shared or used examples of good practice. They were asked about the use of the DSoE Roadmap, the DSoE website and the DSoE courses. They were also asked about participation in eTwinning projects, transnational meetings and school visits. Finally they were asked about the projects impact on their work and school or organisation.

Here we choose to select answers that give different views of the project.

How did you participate in the project?
"I have been at every meeting."

"I went to 4 mobilities, as a teacher."

"Our school took part in the generation of a Needs Analysis document in the early part of the project which was to help with the long term planning of the project.
We were represented at the different Transnational Meetings. We hosted visits to our schools of different participating partner schools from Europe.

"As a school we filled the DSOE evaluation form in groups (roadmap). Then a little Group of our teachers took part in a conference/workshops in Lisbon, Portugal."

"We did apply use DSoE roadmap at our school and revised our ICT plan by using it."

"I participated in a meeting in France. I started an eTwinning project with a partner school."

Have you shared examples of good practise?
"In every meeting I could share with colleagues of other countries my best practises about robotics and apps".

"We have shared the DSoE Road Map in our neighbouring municipalities in tutor teacher meetings"

"I have shared a couple of best practice and i have telling some of my co-workers about god practice that I've witnessed in other countries."

"We have worked with Google GSuite and shared this information with different partner schools in Europe. We are also working with different online platforms for Literacy and Numeracy and we have demonstrated these to our European Partner Schools"

What examples of good practise have been of benefit for your school/organisation?
"We particularly liked Stenkula school's direction to their learning given by Michael Fullan. This looked at: Focusing Direction, Securing Accountability, Cultivating Collaborative Cultures and Deepening Learning. We will certainly use QR barcoding to create links for pupil's learning. We loved the use of www.soundtrap.com as part of the music curriculum development. www.widgetonline.com gave great assistance to SEN pupils learning."

"We have been able to map our staff with ICT skills through the DSoE Road Map and design training in accordance with the needs that have emerged.
In Development discussions of our school each teacher has set their own ICT goals and made a plan to achieve them. In Malmö we also learned about immigrant children's teaching and the so-called Genre based Learning. We have used that knowledge and experience to plan your own school's plans."

"For example, the good use and positive outcome of involving students in the work with the schools ICT-development."

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"I liked how ICT use to teach children language and special needs children to speak. I have mentioned this to the staff and this is something we would like to invest, especially for children with autism."

"In general, whole DSoE system is really beneficial for us. That Roadmap is in use already in our schools."

Have you used/worked with the DSoE Roadmap in your school/organisation?
"We have mapped our school practices, strengths and development needs with regard to ICT competence. We have made use of this information when drafting our own plans and goals. These issues have been discussed in the development discussions of the Principal."

"We have conducted an analysis of the school's use of IT in teaching. What works and where is extra help required. Based on this analysis, we have made a website to help our colleagues with ideas for incorporating IT programs when they work with the pupils."

"We use results to make better practises to learn and arrange better possibilities to use new technology in our school."

"The whole staff worked in groups to evaluate current situation on one evening, then I together with assisting principals and digi - tutors made the ICT-plan for the school how we should proceed."

"It was a very good guidance for us when we created our ICT plan."

Have you participated in an eTwinning project?
Nearly half of the participants answering the survey stated that their school had participated.

What did you learn from the transnational meeting/meetings you participated in?
"1. Developing a collaborative culture within the school and sharing best practice.
 2. The importance of a clear vision being discussed at whole school level, adapted, defined and executed.
3. The need to verification of real-time, everyday incorporation of ICT and Digital Media in school life"

"I learned how digital leap can be implemented at school, how to successfully integrate immigrant students into the school.
I learned through the DSoE Roadmap how to design and implement your school's digital space appropriately and purposefully."

"The latest visit to Malmo showed how whole community should work. If we want to upgrade teachers skills we should educate them and not just some schools or teachers. Malmo teachers will get Google certificated during next year and in Finland the responsibility to learn new things just falls into single teachers"

"That you can start with small steps and be positive about digitalization and lead this process in my school. Also, it made me understand that we should use digitalization only when it benefits and enhances students learning not as a purpose itself."

"A lot. All the partners carry so much knowledge and I have learnt about digital tools, administer an Erasmus+ project, how schools in other countries function, we have shared and learnt from each other."

What did you learn from school visits?

"It was very interesting to visit schools! I learned so many things, like attitude, curriculums... It was very good to notice, that the teachers did their work with whole hearts, even they did not have so many devices than we do in Finland. And they were proud, for so good reason! I learned also about new computer programs that can be used with kids, even with music lessons!"

"The school visits were very informative and we were made welcome in all the countries we visited. It is important that there is an organised approach to the development of Digital Learning Technologies. Where the principal is very involved helps to give leadership to their staff. Good organisational structures in schools allow staff to meet and plan successfully. In larger schools with this in place it is inevitable that the development of ICT skills will progress."

"That there are big differences in the different countries, but all the participating schools are interested in developing ICT as a learning tool."

"There is a great potential, I mean within the students. We can use different kind of tools or learning methods but the real power is in them. Open communication and interaction between people brings out the strengths in children and will create positive future for them and if we can use digitalization to that, that we should do."

"The importance of a whole school collaborative culture with ICT and Digital media taking the central role.
Sharing best practice through professional conversations.
Focusing on rich and graphic evidence that ICT is ever present in the cultural fabric of the school and constantly embedding good practice"

Have you used the DSoE webpage http://www.digitalschoolseurope.eu/?
A majority of the respondents answered that they used the webpage.

If so how?

"To upload good practice and to do the self-evaluation."

"When presenting the roadmap to staff, to administrative management, and to the principals and deputies in my management area."

"As a resource and portal for information it is developing into a most useful tool for teachers. They can access it for best practice advice and receive training through its different modules. It also allows for efficient communications between all the partner countries."

"To read best practices."

"To explain DSoE and use the Roadmap and self-evaluation."

Have you used the DSoE Course page http://digitalschools.academy/?
A minority of the respondents answered that they used the course page.

If so, how?

"We are progressing through the initial stages of the DSOE Awards system and the academy courses are a very helpful resource for teachers."

"Followed the tutorial How to become Digital school"

"To learn more about the digital process, more tools and ways of working with them"

"To train validators and explain UDL".

What did you learn from the project?
"I learned that the European countries are in a way of digitalisation and some teachers have to change their minds to adapt their schools to the XXI century. The teachers who join the project have a similar idea of what we have to do, that's the first step, so I am proud of being part of this experience."

"Our involvement in this project continues to keep us informed about what is happening with Digital Learning in Schools. As schools realise that they are using similar platforms and tools then greater collaboration and improved learning outcomes will follow. Contacts between the different European Partner Schools is most important as knowing teachers personally can greatly enhance the success of any European Schools learning activity."

"It is beneficial to see how different schools and teachers use technology with pupils at a part of their work. It is good to share your views and your thoughts with different teachers. You will got a lot when you share things."

"Creating a collaborative culture within the school with a focus on ICT and Digital Media and the importance of a leadership with vision committed to technology enhanced teaching and learning."

"How to evaluate the use of technology, the maturity regarding IT usage."

Have your participation in the project had impact on your work? School/organisation?
Nearly all respondents stated that the project had in their work.

If so, how?
"We are in no doubt that our involvement in this European DSOE Schools Project has given us the confidence to progress with our Digital Learning Strategy. With informed collaboration schools are less likely to make mistakes on the digital materials they select for learning."

"Our school got a quite good tool (roadmap) to chart our technological things. We got good tips to develop our teaching, school library and ICT and teacher's skills."

"DSoE Roadmap is useful measuring tool to develop pedagogical skills."

"Not directly, but international co-operation is of outmost importance. Sharing ideas and understanding differences and seeing similarities has impact that is not always apparent."

"We have made plans how to improve digitalisation in our school and how to improve the know-how and knowledge of our staff."

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4. Conclusions

Does the collected material indicate that the project achieved its goals?

One of the main goals were school involvement; Exchange of good practice between schools in 8 countries (pupil age group 4 – 14) in using digital technologies and involvement in an eTwinning project.

Eight well organised transnational partner meetings were held and many local schools participated with study visit programmes.

The transnational partner meetings surveys and the final evaluation survey shows that the participants had many opportunities to see best practise at school visits and to exchange best practice with others. Also, the examples of best practises in combination with the implementation of the DSoE Roadmap in the regional organisations increased the interest and the number increased gradually as the project evolved. Also, the use of Best Practice section on the DSoE is stated in the final evaluation survey. Those partner organisations who were more mature in their ICT-development could provide good examples for the participants.

The surveys also show that many schools started to collaborate using eTwinning in numbers that reached the goal of the project but also in other social media tools. These projects were also important exchange of best practise and joint development work.

The other main goal was that each regional organisation will investigate the feasibility of implementing an accreditation scheme for schools based on their use of digital technologies, using the Irish Digital Schools of Distinction programme as a template for discussion.

From the transnational partner meetings minutes, one can see how the different parts of the project evolves and how early the project partners take on the DSoE concept and begin to work with it in their organizations. The adaption of the Irish Roadmap into DSoE Roadmap into a European context is a key element in the DSoE project. A lot of work was put into the DSoE Roadmap by all the partners in the meetings to make it feasible in the partner's organisations. In the notes and also in the evaluation surveys the roadmap is mentioned over and over again as the tool for reflection and development work around the use of ICT in the schools. The easy access to the Roadmap on the webpage and the adaption and translation into partner languages made it an efficient instrument for schools to use.

One can also see how successful the work has been in the figures mentioned in the minutes from the last transnational partner meeting of participating schools directly affected by DSoE; Italy 184, Portugal 100, Sweden 76, Finland at least 12, Denmark 35, Spain 100; in total over 500 schools so far.

The outcomes were to recommend a set of criteria and structures in relation to standardising a Digital Schools of Europe award system, and to develop an online self-evaluation tool for schools to assess their capacity regarding their integration of digital tools.

Linked with these criteria, and informed by the practices observed in the course of the project, an online, interactive web site will be developed, recommending and highlighting recommended practices for teachers and schools to help develop their digital capacities.

A Training Suite of 4 courses - 2 for teachers involving usage of technology and inclusive education, 1 for school management and 1 for validator training

The progress of the work with the outcomes are shown in the meeting minutes. All the outputs were produced. The DSoE Roadmap and its set of standardised criteria and the self-

evaluation tool were important tools for schools in the project as stated in the surveys. The Training Suite with its rich documentation has valuable material for the schools to use for their work of integrating ICT in their everyday practice and for the partners local organisations in their work with school management and implementing a local validation process

5. Recommendations

The coordinators role in the project is vital to hold together a project and drive it forward, distribute the work, and have an overview of all the activities that are ongoing in the project. It is also very important that you have a coordinator who has established effective administrative procedures for allocating the grant.

Having partners from various organizations that can provide different valuable competence to the project and that the partners are well established among the local school organisation with contacts with many schools promotes the project

Long-term cooperation makes it easier to collaborate in a project. You have partners that you know well and this facilitates the work of the project.

Involve schools, teachers and heads as much as possible. It increases the dynamics of the project and adds valuable ideas and feedback during the project.

A tight cooperation with frequent meetings with efficient schedules for joint project work, monitoring and evaluating the progress with thorough minutes and surveys keeps the project in the right direction. Involvement of all partners responsible in the evaluation process with a decided clear structure for how the evaluation is going to be performed.