



## 2019. A year of technology, training and educational resources.

20-12-2019

As 2019 draws to a close, we take stock of the agenda we have carried out during this year and we would like to share the most relevant information with you, the educational community we carry out all our actions for.

We are always driven by our commitment to promote a better education for students through technology. Therefore, we organise our agenda around three main axes: Educational technology, Training and collaboration and Educational resources.

### Educational technology

In relation to Educational Technology, we have continued to develop various projects and initiatives promoted from previous years and others that we have launched during this year.

With the purpose of continuing to promote the development of skills for the digital age, the **School of Computational Thinking** has offered open educational resources, training and technological solutions to help Spanish teachers incorporate computer thinking into their teaching practice through programming and robotics activities. This year, more than 700 teachers and around 14,000 students from all over the country have participated.

All the activity has been included in the report [The School of Computational Thinking and its Impact on Learning](#). For the academic year 2019-2020, the project continues this same line of action, focusing on artificial intelligence and automatic learning. The work will be carried out in all non-university educational stages, with students from 5 years of age up to Professional Training and High School.



In addition, on the **Code INTEF** website we have shared information, content and initiatives related to computational thinking and published **resources** to help teachers work on programming in their classrooms, the latest being about **Microbit**. Moreover, we have joined the European initiative **EU Code Week**, coordinated from INTEF with the help of ambassadors and Leading Teachers, where more than 1,300 **activities** have been shared. Finally, in our section dedicated to **ChicaStem**, we highlight the round table “**STEM Girls Conference**” held at SIMO 2019.

On the other hand, with **Samsung Smart School** Project we have also collaborated in the promotion of digital skills by providing students in participating schools with access to cutting-edge technology. In May, the V **Samsung Smart School Meeting** took place, where all the projects carried out with Scratch and Makey Makey were presented. This academic year 2019-2020, the focus is on Virtual Reality.

We have also continued working to promote the reconfiguration of educational spaces to advance active pedagogies. In September, the **Aula del Futuro** launched the first edition of the **tutored course “Aula del Futuro”**. Also, in October the III Ambassadors' Meeting took place in the INTEF's Aula del Futuro in order to continue working on the project's lines of action. Finally, on November 20th, 21st and 22nd the Lead Ambassadors of the Future Classroom Lab from countries such as Malta or Portugal were gathered in Madrid for the annual meeting of “**Lead Ambassadors**”, this year held at the INTEF headquarters in Madrid.

Similarly, and always focusing on supporting teachers, the **Educational Technology Observatory** has published 25 articles on the use of digital tools in teaching practice to be applied from Early Childhood Education to Vocational Training teaching, and all with a wide variety of topics: from assessment tools or content managers to applications to turn mobile phones into laboratories or to play with augmented reality.

In line with teacher support, in December **AseguraTIC** was revealed, a repository promoted by the Ministry of Education and Vocational Training and the Spanish Data Protection Agency, which already has the participation of 15 public and private entities. This space has been launched with more than 300 resources aimed at educators, families, students, educational centres and administrations, with the aim of helping them to deal with child safety in digital media.

As a necessary feature in the support to educational centres, from the educational technology axis, the **Connected Schools Programme** continues its unstoppable deployment, adding every day new sites connected through ultra-fast broadband.



By the end of 2019, five autonomous communities have completed implementation (La Rioja, Murcia, Galicia, the Canary Islands and Asturias), another five are in progress with very advanced deployment (Andalusia, the Balearic Islands, Castile-La Mancha, Castile and Leon and Extremadura), two autonomous communities have begun deployment work (Madrid and Ceuta) and another two are in the tendering or definition phase of

deployment projects (Cantabria, Catalonia and Valencia). Thus, as of December 2019, 59% of the budget allocated for this purpose has been executed, with implementation having been achieved in 48% of the sites subject to deployment, thanks to the collaboration between institutions (Ministry of Education and Vocational Training, through INTEF, Ministry of Economy and Enterprise, through the [Public Business Entity Red.es](#) and the Ministry of Science, Innovation and Universities).

To conclude this educational technology axis, we have continued with the implementation of [AbiesWeb](#) in the Autonomous Communities, with the Autonomous Community of Castile-La Mancha, with 36 registered schools, being the last one to join the school library management application. After this incorporation, AbiesWeb currently serves more than 1,350,000 readers, manages more than 12,500,000 copies and has made more than 2,300,000 library loans in the last year as it is being used in 10 Autonomous Communities, Ceuta, Melilla and Spanish centres abroad.

## Training and collaboration

Many projects have been carried out through this axis, which includes Face-to-Face Training, Online Training and European Projects.

### Face-to-face training

Among other activities, the **professional stays** are a highly demanded mobility programme and in this last edition up to 108 teachers enjoyed them. In their own words: *“It has been a great experience that has enriched my way of seeing and understanding education and has provided me with new tools in my daily practice”*.



Another outstanding action in face-to-face training are **summer courses**, which offer training for teachers with the aim of updating professional skills in different areas: STEM, computer thinking, bilingualism, art, equality, innovative methodologies... In the summer of 2019, 14 courses were offered, which received nearly 2,500 applications for 770 places

that took place during a week in July in different areas of Spain.

Finally, the face-to-face training is completed with education fairs. From March 27th to 31st at the **Education Fair Aula 2019** and from November 5th to 7th at **SIMO Education 2019**, INTEF participated with a space inspired by the Aula del Futuro and some active projects were disseminated through lectures and workshops.

## Online training

In the area of online training, the annual call for **online tutoring courses** was developed, in which 11,620 places were offered distributed in 45 courses and over two editions. There are 16 new courses aimed at diversifying the offer of this training modality.

As for the **massive and open training**, 37,954 users have participated –both teachers and other members of the educational community or interested citizens–. This massive training has been accompanied by the transmission of various live events broadcast for the entire educational community where successful experiences, research and discussion panels have been shared with a wide range of experts. Thus, 16 MOOC (Massive Open Online Courses) and 35 NOOC (Nano Open Online Courses) have been developed, among which the **MOOC “Training and Awareness on Climate Change”** stands out as a novelty.



On the other hand, the open training modality offer has been increased, with a collection of 15 SPOOC (Courses adjusted to the availability of the user) on Internet security for all citizens, with the aim of providing guidelines and advice on the exercise of digital rights. 30 new resources in the format of educational pills have been created to contribute to self-training in the field of security and digital creation for the nearly **25,000 users of the Edupills App**.

As a novelty, with the collaboration of the Autonomous Communities, the revision and adaptation to the current regulations on Privacy and Guarantee of Digital Law of the **Framework of Digital Teaching Competence** has begun.

## European Projects

According to the figures, the European Projects section has not stopped this year. A large number of projects and teachers have been involved, as can be seen in the different projects.



**eTwinning**, which promotes school collaboration projects in Europe, currently has 4,205 active Spanish projects, 14,883 registered Spanish centres –of which 171 are considered “**eTwinning Schools**”– and a record 60,500 Spanish teachers have registered.

In terms of face-to-face training, 179 teachers have participated in 16 international training meetings as well as national meetings organised for management teams and inspectors. In terms of online training, eTwinning is developing the second edition of the 10 Nano Courses (NOOC) about eTwinning, which in the first edition had a total of 5,144 participants and two online tutored courses: “Proyecta eTwinning” and, as a novelty this year, the new course “Integra eTwinning”.

It is essential to highlight the quality of the projects developed by teachers, including the winners of the **2019 eTwinning National Awards**, with a total of 12 projects selected and 32 teachers awarded, together with the projects with recognitions achieved by Spanish teachers in different categories of the **2019 European eTwinning Awards**. Another important fact about the quality of projects is the growing number of **National eTwinning Quality Labels** awarded during 2019. A total of 641 labels were awarded out of the 1,096 applications received.



Other successful European projects include **TeachUp**, which has developed 4 online courses to measure the impact of tutoring. An analysis of this impact has been made and the summary can be found in this [article](#). During 2019, the third and last **Country Dialogue Lab event** of the project has also taken place, where educational experts met at INTEF to discuss and analyse about online training and tutoring.

Another European project –started in 2019– explores training evaluation with digital media. SE is **Assess@Learning**, and it has taken its first steps by collecting and analysing different digital learning scenarios. At the moment, the collection and analysis phase of several case studies of teachers using digital tools for the evaluation of their students is being carried out.

The **SELFIE Forum** was held at INTEF headquarters on April 4th and 5th to present the **SELFIE** tool, whose function is to perform an analysis of the school and determine how technologies can strengthen teaching, learning and student assessment. This event became a forum of work and reflection where groups of users of this tool could share their experiences as well as examples of good practices.



In the field of STEM and European projects, INTEF acts as a national contact point for the **Scientix** community in Spain, disseminating the project and promoting collaboration between teachers in the STEM field. The most outstanding event in 2019 was the **II Spanish Congress Scientix 2019**, which brought together more than

180 participants from all educational levels at the headquarters of the National Museum of Science and Technology (MUNCYT) in Alcobendas (Madrid).

Along the same lines and with the same objective, INTEF has developed the **MaSDiV and STEM PD Net** projects. The first one promotes inclusive education in the field of science and mathematics and has published three project documents to support interested teachers, an activity in which INTEF participates in tandem with the University of Jaén. For its part, STEM PD Net –with the main objective of promoting a European network of training centres for teachers in the STEM field– has made available to teachers four guides that combine good practices and research on STEM professional development.

## Educational resources



Within the Educational Resources area, several activities have been conducted throughout 2019. In terms of events, the “**Jornada Experiencias Educativas Inspiradoras**” (Conference on Inspiring Educational Experiences) was held on November 23rd 2019, and authors who had participated in the **Inspiring Educational Experiences** project presented their good practices. We also participated with

presentations and workshops in Aula 2019 and SIMO 2019.

With regard to resources, within the **EDIA** project a total of 23 **open educational resources** have been published, in addition to the launch of the **Bank of Rubrics and other documents** to complement these type of resources. Some of the most outstanding resources are proposals to work on reading and writing in **Pre-school** and **Primary Education**, and **interdisciplinary resources aimed at Learning and Performance Improvement Programmes and Basic Vocational Training** in the sociolinguistic field. In addition, adaptations have been made to existing resources. The **successful experiences carried out in the classroom** have also been collected to form part of the shared resources. In order to **know the impact of the application of EDIA resources in the classroom**, we have started a study directed by the University of Jaén to see teachers' perception of the open educational resources and the effect that they have on the students' interest and the type of learning developed.

As a result of the application of EDIA resources in the classroom, **teaching networks** have emerged. We recognise this activity through **Digital Badges of resource application** and **school collaboration projects**.

In the area of training, two courses on open educational resources have been held: in the framework of the MEFP-INTEF summer courses, the course “**Un REA es para siempre**” was developed, while in the call for tutored courses the course “**Creación de Recursos Educativos Abiertos para la Enseñanza**” took place. To support the use of open educational resources, the authoring tool eXeLearning has been developed and different versions have been published, **adding functionalities to the tool** and correcting bugs.

## ÁREA DE RECURSOS EDUCATIVOS DIGITALES



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On the other hand, there is the **EDUcharlas** project, live conversations (broadcast in streaming) with experts on different current educational issues. To date, two EDUcharlas have taken place: “Data protection in educational centres” and “Taking care of the planet from the classroom”.

Throughout this year, various projects have been continuously welcoming new resources: **Inspiring Educational Experiences**; **The Adventure of Learning**; **Image**; **Sound Bank** and **Procomún**, which now has over 33,000 users who enjoy more than 94,000 resources and 23,500 articles. Similarly, work is being done on **Quality digital education**, with the preparation of some initiatives to be developed during the year 2020.

As you can see, from INTEF we have worked in many areas to help you integrate technologies into your teaching practice. We hope you have found your place in a project, training event or resource. We wish you a 2020 full of digital training experiences for you and your students.

Here you have a selection of **2019 moments** that we have published on Twitter. We hope you like them.

Categories:

Training and Collaboration, News, Educational resources, Educational technology