

iHub4Schools Webinar

11 October, 2022

**Developing and sharing Excellence on digitalization
of teaching and learning: teachers' Digital
Competence**

**Collaboration Between Two Schools in
Developing Digital Practices**

Tatia Nakashidze-Makharadze
Batumi Shota Rustaveli State University,
Georgia



Digitalization is transforming society, having a strong impact on all sectors and on our everyday lives.

Digital transformation is driven and enabled by new technologies and services that change the ways in which we work, learn, and live.

This is also true for our educational sector impacting policy and action plans, learning spaces, leader and teacher competency, curriculum and content, pedagogy and learning activities, parent involvement, thus impacting the everyday school life of students.



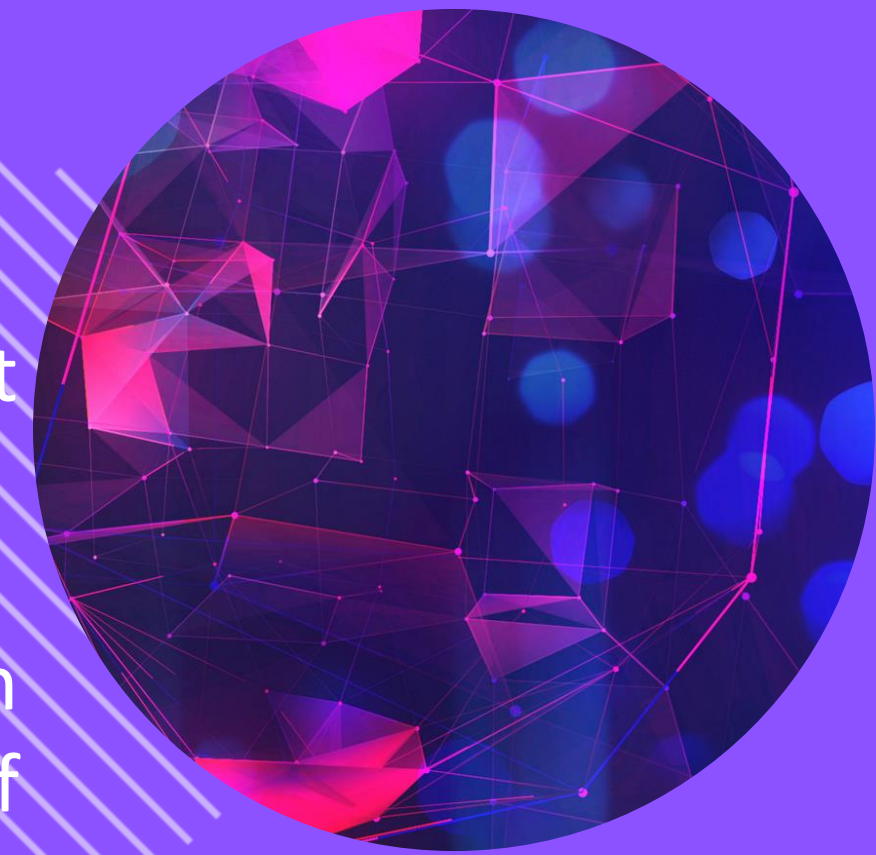
The present-day educational system faces new challenges:

- Schools are more equipped with new technologies, which should improve the pedagogical practices;
- Students should be prepared for the future by developing their so-called 21st century skills as part of the formal education;
- Teachers' and students' digital competences need to be shaped.



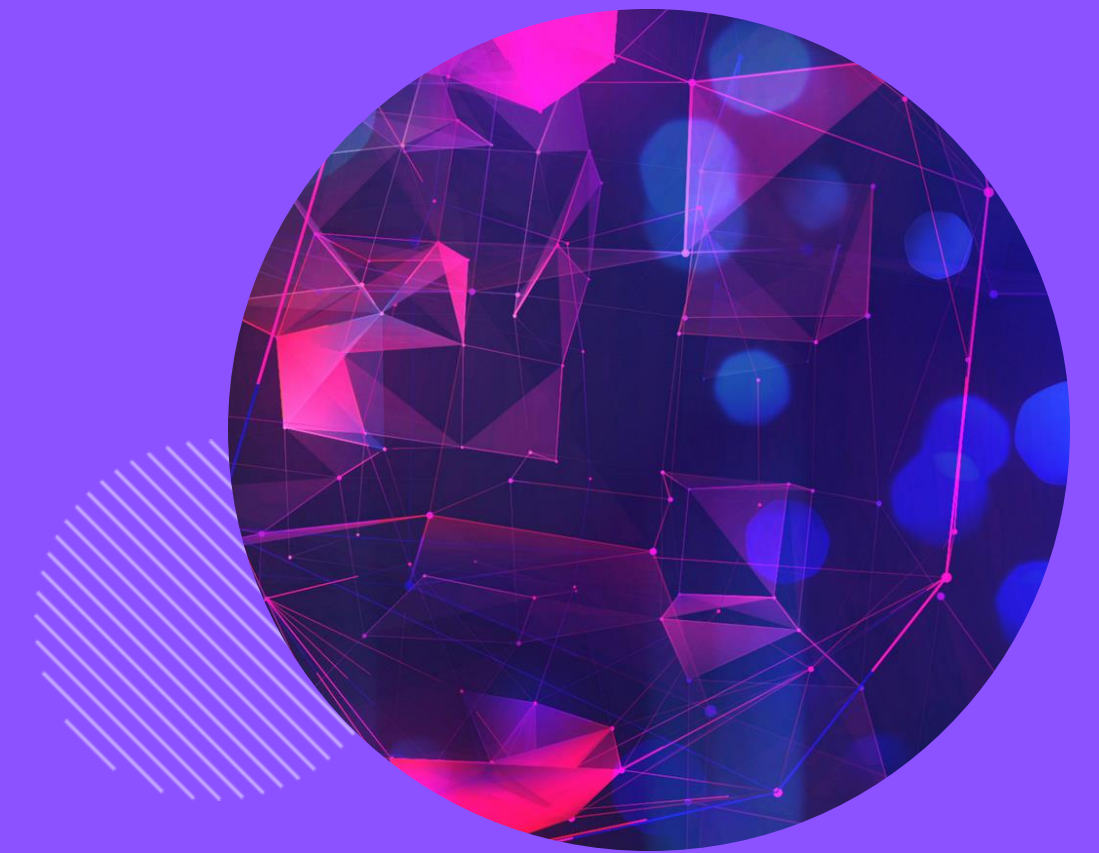
The concept of digitally innovative schools

- Studies have pointed out that technology in schools does not necessarily lead to changes in learning outcomes.
- schools need methodological assistance based on research that can propose mechanisms to satisfy a strong need for the emphasis of mentoring and peer-learning processes.
- There is a strong need for the approach which emphasizes the mentoring and peer-learning to foster the school level change for more scalable and evidence-informed implementations of digital innovation by the teachers. Which can accelerate the whole-school digital innovation within and across schools through establishment of hubs.



Steps Taken by Ministry of Education of Georgia

- Various learning platforms were developed
- The general education reform was launched by government
- The New School Model program was launched
- Schools were equipped with computer technologies
- Computer technologies have become mandatory in curriculum
- Online resource banks were created.



Innovative Digital Schools in Georgia

- The support from the state in the process of building innovative schools
- Active involvement of school community (principals, teachers, parents, students)
- Principal is the main connecting link between the state, the society and the school



Understanding of digital innovative schools

- ❑ “Having a learning environment with effective technologies adopted to the best needs and challenges of pedagogy“ (Principal);
- ❑ “Using digital tools and resources, critically determining how much the use of digital technologies in the educational process serves to enhance the students’ educational experience. And to implement innovative practices as part of students’ daily learning experience, rather than a list of „showcase“ lessons. The aspect of accurately defining a school-level digital strategy, planning and implementing appropriate activities is a critically important element“ (Principal);
- ❑ “Innovative school cannot be established without the participation of school community: teachers, students and parents”.



Collaboration Between Two Schools in Developing Digital Practices

The work presented is based on the research conducted within the framework of the iHub4Schools project.



Collaboration Between Two Schools in Developing Digital Practices

- ❑ Two schools were selected for the participation in the iHub4Schoolproject;
- ❑ Selection criteria:experience, size, geographical location, infrastructure and teacher achievements and index of participation in various projects/programs;
- ❑ Public school N1 is located in Batumi (capital city of the region) and the second school is located in mountainious region of Adjara.



Collaboration Between Two Schools in Developing Digital Practices

The aim was to enhance teachers digital competence and support the collaboration between two school (with different abilities/achievements) teachers, of different subjects at different levels, in sharing the experience and supporting each other in the application of digital technologies in the teaching process.



Collaboration Between Two Schools in Developing Digital Practices

Piloting process was mainly based on the principals developed in the Conceptual Model developed within the iHub4schools project by partner universities.

Measuring teachers' digital competence and collegial method was used in supporting teachers to enhance their digital skills.



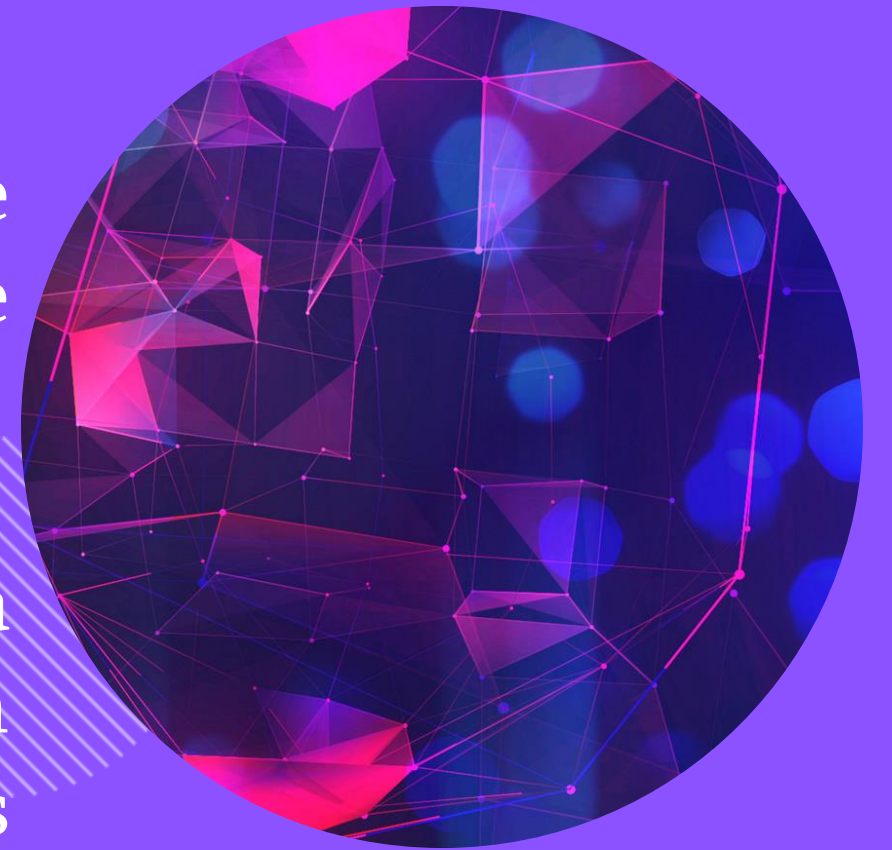
Start of the Pilot

- ❑ The first step of the pilot was school selection
- ❑ The second step was interviews with school administration and teachers to define their needs
- ❑ Third step was introduction of a self -assessment tool SELFIE for TEACHERS



The method of using self-assessment tool

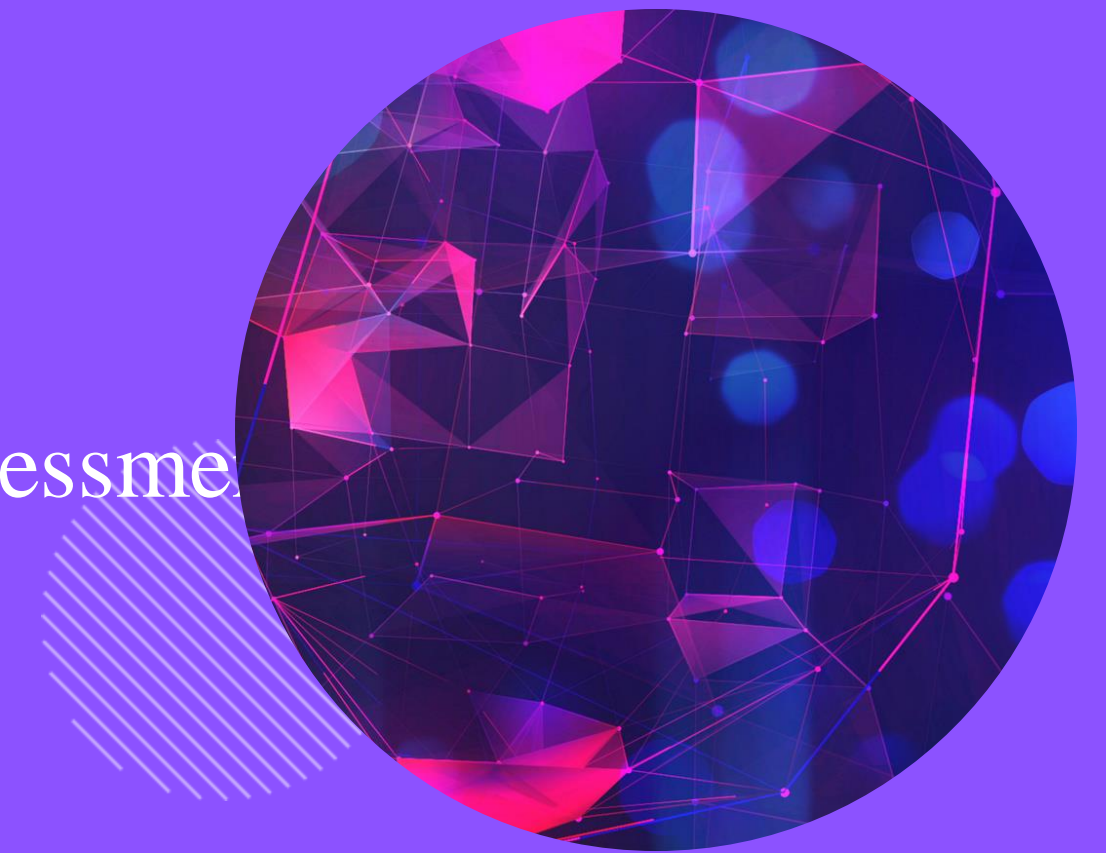
- ❑ Teachers fill out the questionnaire independently. In this case, the teacher needs a computer and the Internet and access to the questionnaire
- ❑ Teachers are assisted by mentors when filling out the questionnaire in a face-to-face meeting format. In this case, an audience equipped with computers, Internet, translation of the questionnaire into Georgian is needed
- ❑ Teachers are helped by mentors when filling out the questionnaire in online format. In this case, the teacher needs a computer and the Internet, to translate the questionnaire into Georgian



Step Four

Trainings and workshops based on the interview and self assessment

- First– By the national expert
- Second – Two training sessions by professional trainers
- Third – By lead teacher from one pilot school
- Forth – By lead teacher of the second pilot school



The Aim of the workshops were to:

- :
- Identify successful practices in schools and encourage schools to share and cooperate with other teachers and schools;
- Identify and encourage interesting practices in teachers;
- Develop new mechanisms for delivering equipment to schools
- :



The midterm results of pilot

The results of the pilot showed that this process significantly increased the transferable skills of the teachers. This is confirmed directly by the tasks defined for teachers during the piloting process, which required the use of transferable skills. We think that this is already an advanced process for this stage, however, in the long term, our goal and expectations are completely aimed at the teachers to facilitate the era of digital technologies without obstacles and to complete the teaching process as much as possible with modern and student-oriented approaches.



The Final Steps

The pilot is ongoing at the moment and at the final stage we are going to measure teachers' digital competence:

1. Using self-assessment tool SELFIE for TEACHERS
2. Interview questions



The future plans

- ❑ Mentors are going to monitor how teachers will apply gained knowledge in their teaching practice
- ❑ Peer Tutoring Model will be developed within the iHub4schools project



The research was conducted by BSU staff:

Professor Madona Mikeladze

Professor Tamar Siradze

Associate prof. Nana Makaradze

Associate prof. Mikheil Donadze

Associate prof. Gulad Fartenadze

Ministry representative Nino Nakashidze

Associate prof. Tatia Nakashidze-Makharadze



**Batumi Shota Rustaveli
State University, Georgia**



Thank you for attention!

