SYNTHESIS REPORT

Executive Summary

Surveys; Professionals & Surveys; Students

Desk Research

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Executive Summary

The purpose of the synthesis report is to collect the analysis of data from the three studies **a)** Surveys, professionals, **b)** surveys, students, and **c)** the desk research managed by each partner. All surveys were conducted at all four partner schools in the fall of 2021.

In data processing, we have focused more on finding patterns, similarities, and coincidences between the schools rather than describing the individual schools and national contexts as nuanced.

The report also intends to describe the basis for future activities in the HLC project. The results presented in this report intend to qualify the further work of the project. The report aims to prepare the upcoming curriculum in IO2 and find common ground for the upcoming learning activities across the partner schools.

Results and conclusion

This section summarizes the results and concludes. The first section addresses the national context and subsequently targets the national context.

Regarding the national context, the same picture shows across the partner schools. The focus on digitalization in schools and the development of students' and teachers' digital competencies often depends on the local context at the school level. There is a growing focus on digital technologies in the Danish context, both in research and politics. However, the degree of economic prioritization varies significantly from school to school.

Results from the local context of each partner school show t big difference in how many technologies students and professionals have available at their school.

To a large extent, teachers/professionals already use digital technology for teaching and communicating with students. Many digital technologies are used, but what will be used together in this HLC project must be available on a smartphone or tablet. In both Esbjerg Realskole and OŠ Olge Meglič, there is a high level of alignment of digital technologies, with more divided views at SOSU and ICE.

Regarding digital skills, most students in all partner schools believe in the potential of using digital technology in learning processes. It shows the relevance of teachers incorporating digital technology into their teaching methods. Students across partner schools see themselves as good at using digital technology to communicate with friends and family. Students use digital technology for collaboration and communication for their schoolwork and learning activities. Students use digital technology to produce videos, presentations, photos, documents, etc.

Regarding professionals (Teachers), most see themselves as having good skills and prerequisites for digital literacy. We see a great interest and readiness to use new digital technologies in the classroom. The student's response somewhat validates the teachers' digital literacy. Students rate their teachers' digital skills differently. In Esbjerg Realskole and OŠ Olge Meglič, students highly value their teachers' digital technology use. Overall, it indicates the potential for using digital technology innovatively.

Teachers at Kópavogsbær use Google Workspace. Here is great potential in learning the benefits of using MS Teams for collaboration. Esbjerg Realskole, SOSU Østjylland, and OŠ

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Olge Meglič are familiar with using MS Teams. There is great potential in sharing experiences and knowledge in the three schools' use of MS Teams.

Regarding professional's team collaboration, over 90% of all teachers agree on the importance of collaboration in carrying out their work tasks. It emphasizes the importance of the HLC project purpose.

Most teachers find it challenging to meet. To the extent that it can be difficult for teachers to meet physics to collaborate, technology offers other great solutions for meeting synchronously asynchronously regardless of time and place.

Some of the IT equipment at OŠ Olga Meglič is either outdated or insufficient. Generally, every student has either a smartphone or tablet available. All students in Esbjerg Realskole, SOSU Østjylland, and Kópavogsskóli have a computer available. Some students at OŠ Olga Meglič do not own a computer at home and have a terrible internet connection.

Despite the significant differences in available digital technologies, there are also overlaps in the technologies used, which enable collaboration between schools. Esbjerg Realskole and OŠ Olge Meglič use MS Teams to collaborate with teachers and students. SOSU Østjylland works similarly, and several teachers and students use MS Teams. Esbjerg Realskole also uses MS Teams for knowledge sharing.

All four partner schools have a high priority of developing digital skills for both teachers and students. However, the schools are in different places in this development. We see great potential in teachers exchanging experiences using digital technology in the classroom across partner schools. We see potential in building on the students' competencies and experiences and emphasize the relevance of incorporating digital technology into the student learning process. At a level that demands the student's digital skills because they are motivated, and it makes sense for them.

It is common for three partner schools to focus on MS Teams. We see great potential in designing learning activities in the HCL project suitable for MS Teams.

We see great strength and development potential in the great interest, readiness, and motivation for use from digital technologists, which leaders, students, and teachers show in the three studies.