



# Fostering the Adoption of Whole-school Level Digital Innovation in Schools

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[ihub4schools.eu/](http://ihub4schools.eu/)





## Context: iHub4Schools

- The main goal of the iHub4Schools is to **coordinate and support the creation of sustainable multi-level Regional Innovation Hubs** in local communities across Europe, each fostering the **scaling of the digital innovation** based on existing (or currently emerging) networks around educational and digital innovation.
- Project **duration**: 01.01.2021 - 30.06.2023 (30 months)
- **Partners**: Tallinn University (coordinator), University of Bergen (UiB), University College London (UCL), Helsingin yliopisto (UH), Swiss Federal Institute of Technology in Lausanne (EPFL), STEPS SRL (STePS), Education and Youth Board (Harno), Vilnius University (VU), Batumi Shota Rustaveli State University (BSU)

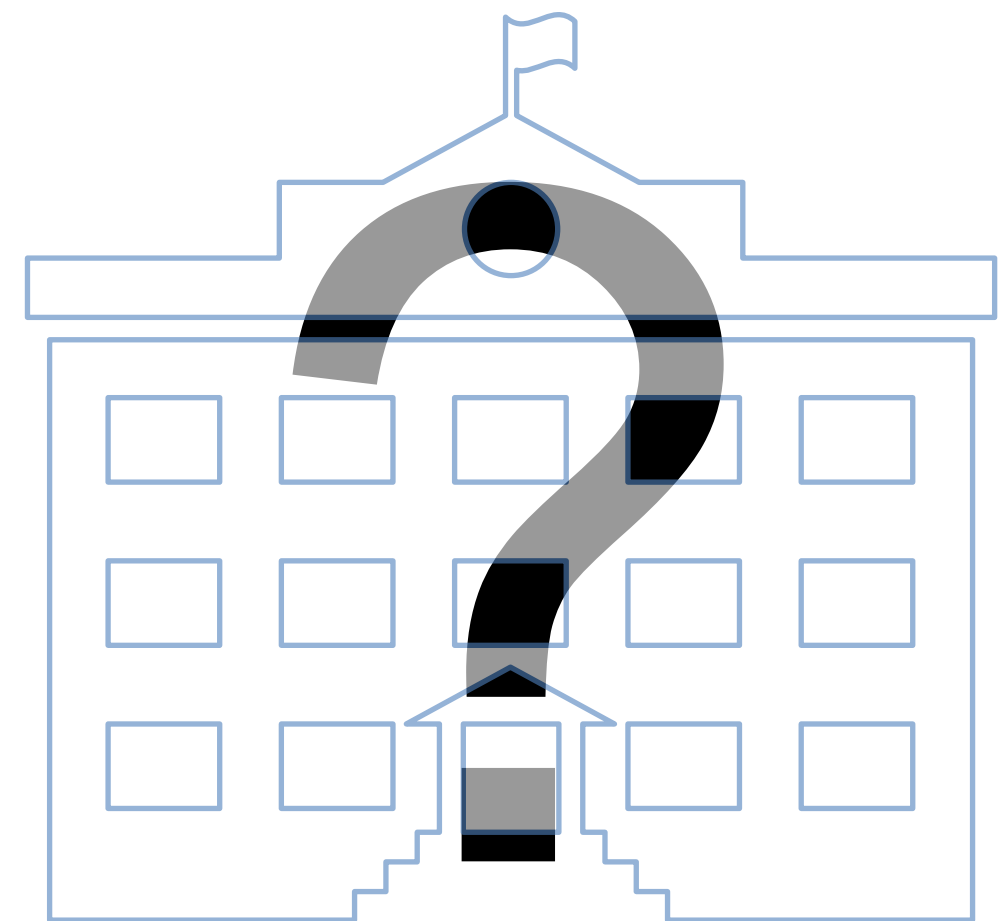


## Motivation

- While some schools are engaged in systemic, evidence-based improvement activities that follow a well-developed digital strategy, others keep the traditional way of teaching and do not benefit from the advantages of teaching in a technology-enhanced learning environment.
- iHub4Schools is mainly motivated by the question: **what are the efficient ways to support school leaders, teams and teachers to adopt the digital innovation:** (Focus on mentoring and peer learning approaches)

## Digitally-innovative school?

- The concept of digitally innovative schools have gained a lot of attention recently **politically, practically** and as a **research trend**.
- No clear definition, but the well-established understanding of digitally innovative school: **schools have systematically integrated technological possibilities into the different levels of practices** from pedagogical practices in classrooms with student or to the collaborative and leadership practices of the members of the organisation (e.g., Agélii Genlott et al., 2019).



# Towards digitally-innovative school in iHub4Schools

## Evidence-informed process

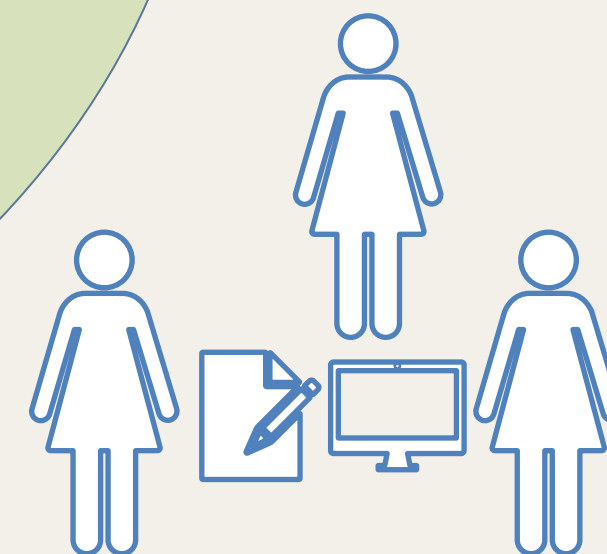
*How do we know that there is a need for change?*

*How do we know what has changed in our practice and what is the effect on different stakeholders?*



## Promoting social practices

*Which approaches contribute the most to meaningfulness of creation, implementation and monitoring of the new practices*



## Leadership

## Collaborative culture

## Pedagogical practices



# Importance of evidence-informed practices

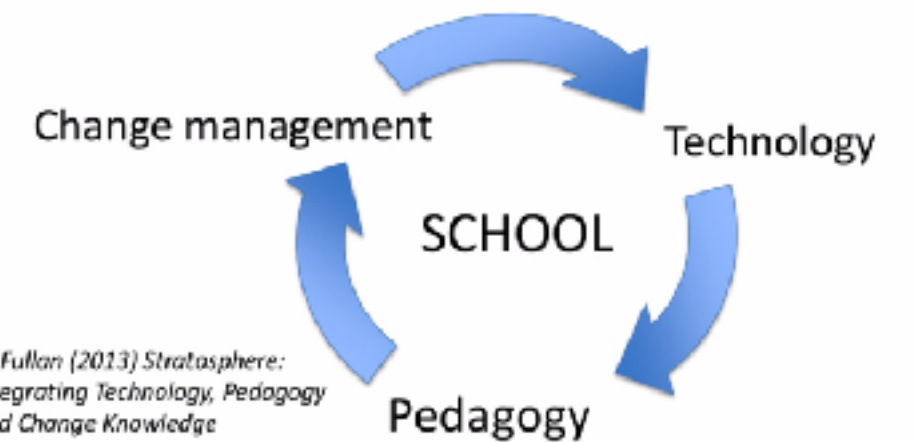
- **Context:** Inquiry oriented practice and data-driven decisions in instructional and school level are considered as central themes of educational improvement (Schildkamp et al., 2017).
- **Challenge:** (Some) schools tend to jump between programs, trainings without a clear understanding what is the **gap that is solved**, how do they know it's a gap and is there a capacity to implement the change.
  - *E.g: School joins the initiative to equip the school with new digital devices (robotics kits) to support the students' motivation*
    - Is there a gap in students' motivation?
    - Is the technology solution for this challenge?
    - Is there are buy-in from the teachers to integrate this certain technology to teaching and learning?
    - Is there a knowledge to understand what is the effect on different stakeholders of new practices (schoollevel, teacher level, student level)

# Example: identifying the gap and mapping the needs (1)

- Different tools have been proposed for the schools to understand their development needs and define development goals (EU level SELFIE for schools and lot of local instruments)
  - Digital mirror: framework and web-based tool for self- and peer assessment of digital maturity of the school
  - Developed for Estonian schools
  - Collection of evidences
  - 5-point assessment scale (exchange, enrich, enhance, extend, empower)

## Implementing the change

Successful educational innovation requires combination of three forces on the school level:

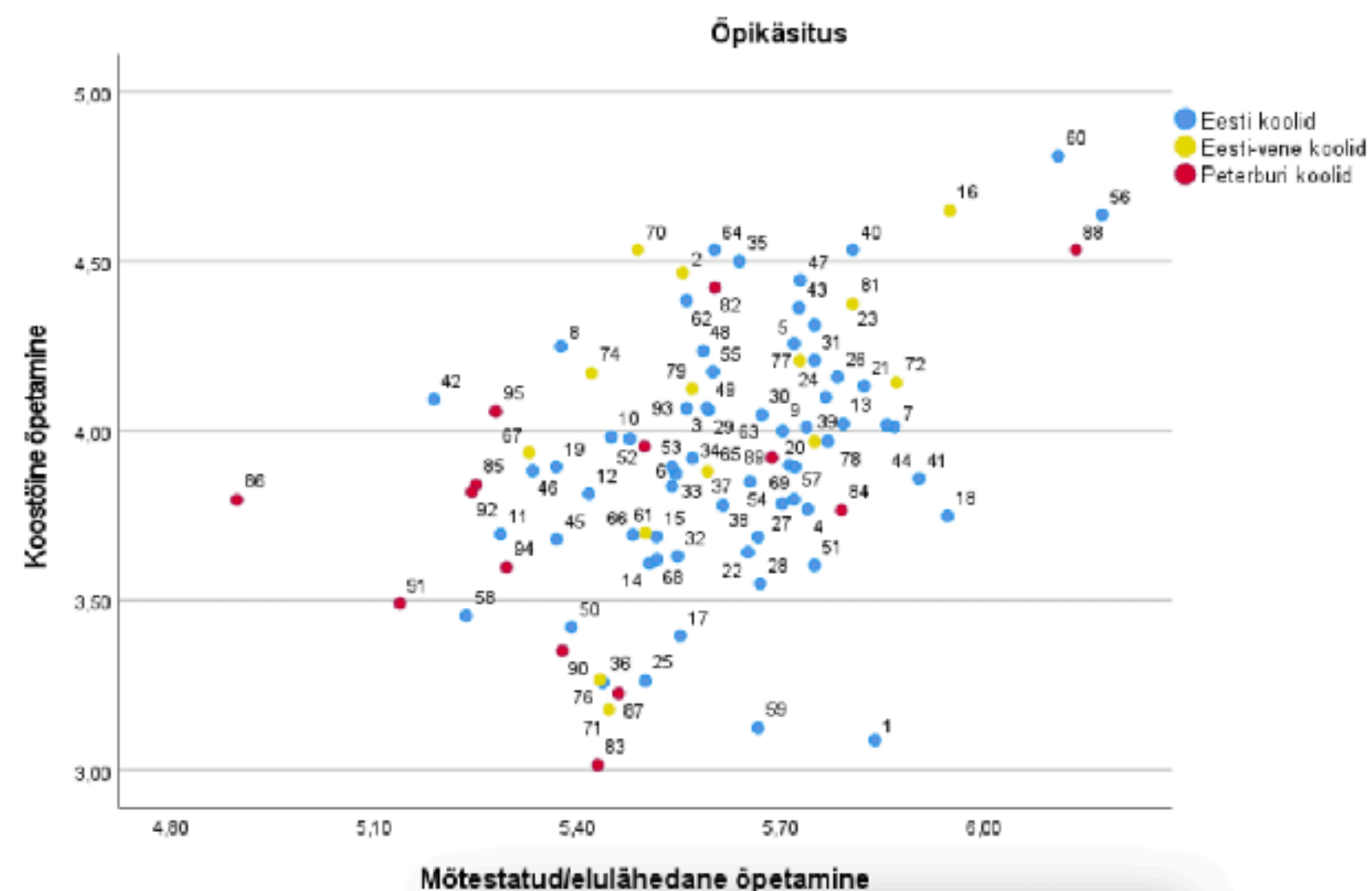


*M.Fullan (2013) Stratosphere: Integrating Technology, Pedagogy and Change Knowledge*



## Example: identifying the gap and mapping the needs (2)

- National surveys have been organised for the schools in state level (satisfaction surveys, distance learning surveys, ...)
  - National test and exam results are often made available
- > this holds the potential for the schools to analyse their gaps and identify development needs

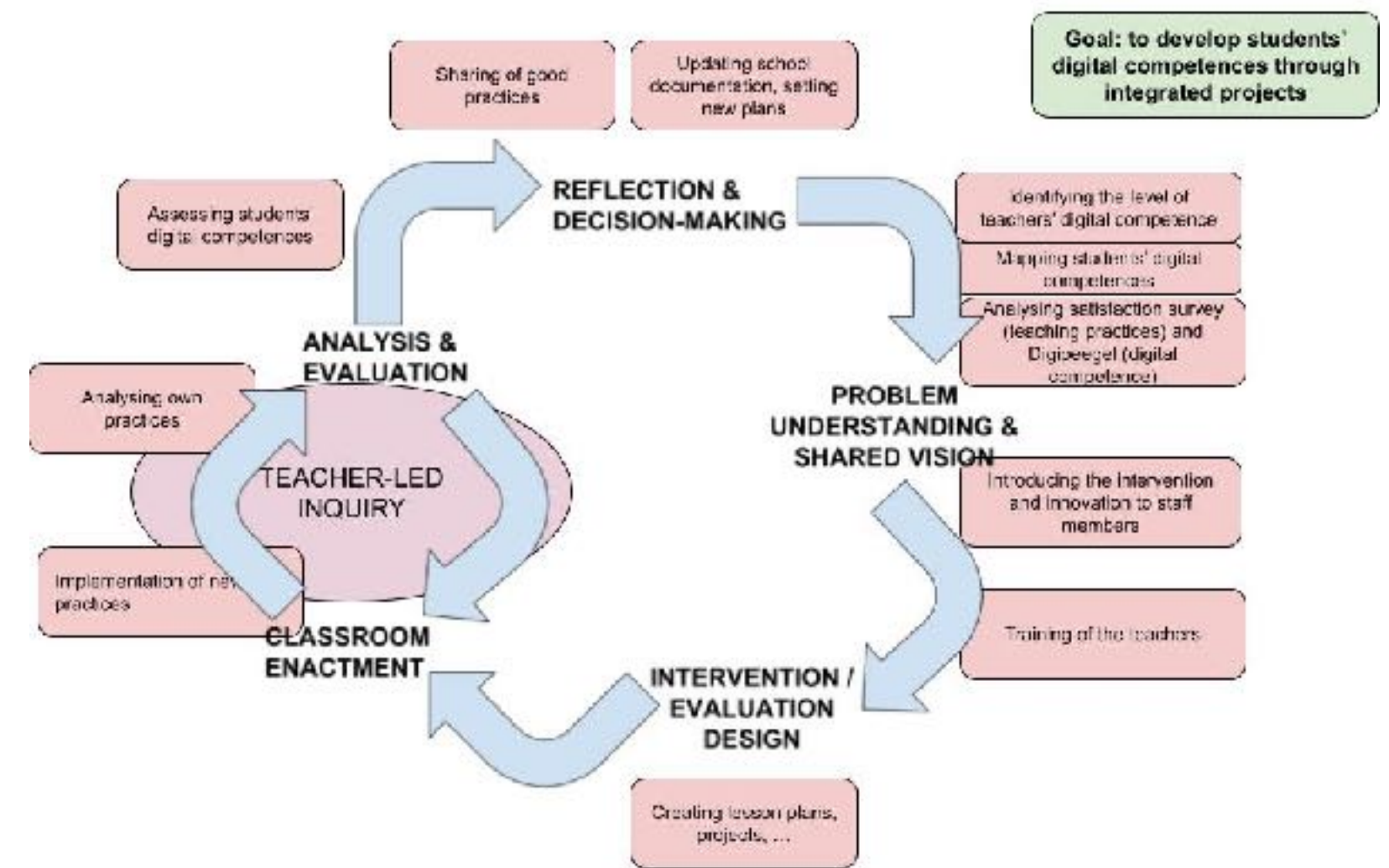




# One example...

## Future School program (Tallinn University)

- Development program targeting leaders and teacher-leaders: whole-school approach
- Systematic planning, implementing, monitoring and evaluation: evidence-informed approach
- Usage of variety of tools for monitoring and evaluation:
  - Development needs: Digital Mirror, SELFIE for Schools, ...
  - Evidence from classroom practice: students' results, self-reports
  - Evidence from teachers: skills, attitudes, ownership
  - Discussion of results and next plans





However - for such a meaningful need support and this is where iHub4Schools is aiming to find solutions



Thank you!



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