Fundación Vodafone

Executive Summary

Digicraft in your School:
Impact Evaluation and Learnings from a Complete Implementation Cycle

VNiVERSiDAD D SALAMANCA

1 Summary of the context of schools that have completed a complete DigiCraft implementation cycle

The process described below has been followed to carry out the Impact and Learnings Evaluation in DigiCraft schools that have fulfilled a complete implementation cycle, that is, that have taught DigiCraft in their classrooms for a period of 2-3 years, depending on the implementation model defined by their regional governments.

1.1

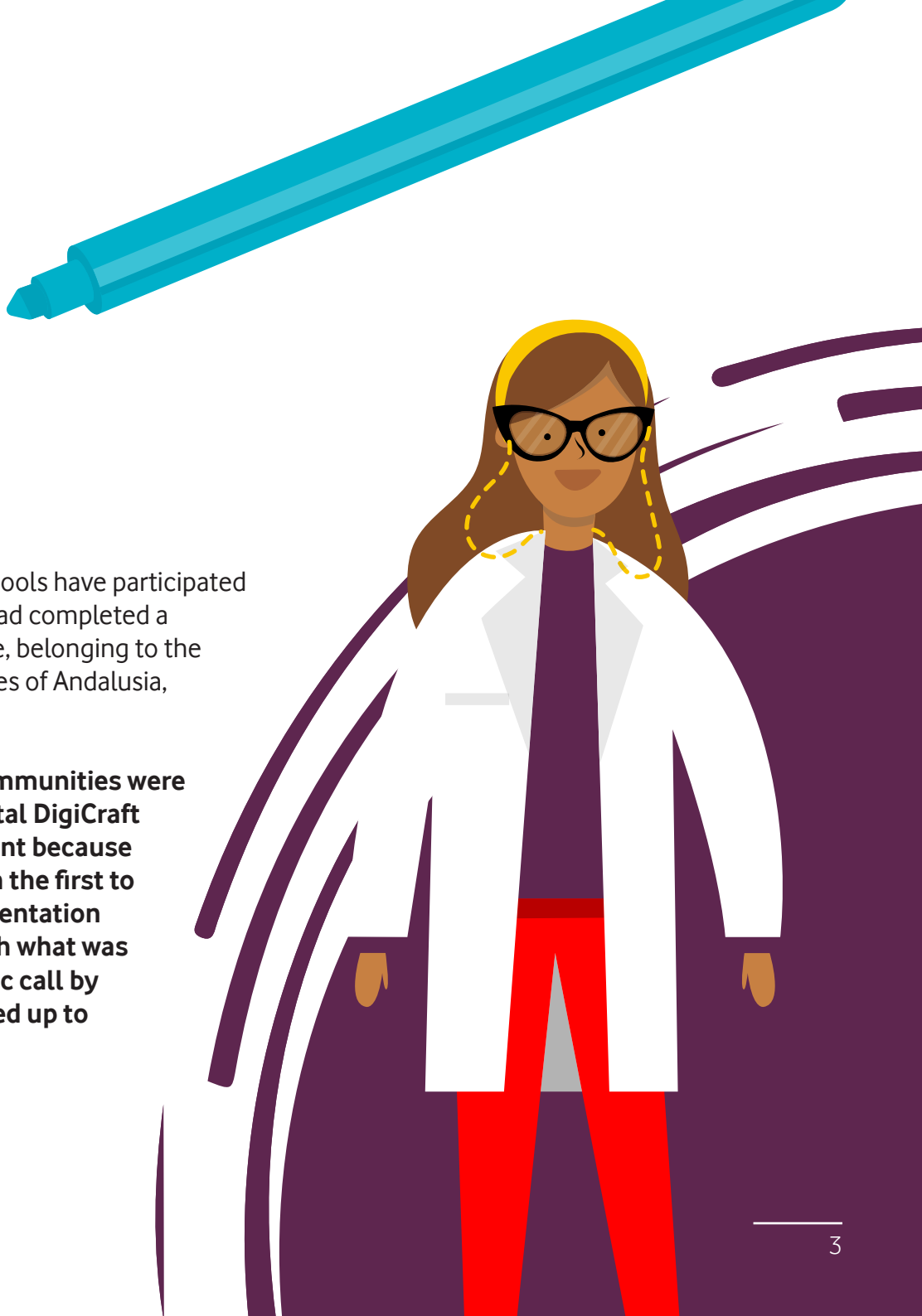
Selection of schools

A non-probabilistic, intentional sampling has been used, so that the condition of having been involved in the implementation of the DigiCraft programme for 2-3 years was met, in addition to considering a series of specific criteria to address the diversity of the target population, so that the sample included all types of schools:

- **Type of school**: public / subsidized.
- **Population**: rural / urban.
- **Size**: small (1 line) / medium (2/3 lines) / large (4 or more lines).
- **Student situation**: vulnerable / non-vulnerable.
- **Situation regarding the integration of technology in the school:** first approach / intermediate level / advanced level.
- **Representation of the Autonomous Communities** of Andalusia, Galicia and Madrid.

A total of 16 DigiCraft schools have participated in the evaluation which had completed a full implementation cycle, belonging to the Autonomous Communities of Andalusia, Galicia, and Madrid.

These Autonomous Communities were chosen amongst the total DigiCraft implementation footprint because their schools have been the first to complete a full implementation cycle in accordance with what was established in the public call by which the schools signed up to the programme.



1.2

Research design and development

> **"Learning about technology always help you, of course".**

Purely qualitative evaluative research has been carried out, with the aim of exploring and understanding the results of the programme, **from the point of view of the different agents who have participated in it (coordinators and management team, teachers and students)**.

The instruments for collecting information were designed during the months of December 2022 to February 2023. Two semi-structured interview protocols were developed with the intention of answering the research questions. Protocols were also developed to guide field work in schools, with the aim of ensuring that all researchers followed the same guidelines when collecting information.

The field work took place during the months of April-May 2023. In each of the schools, a group interview was carried out with the director or member of the management team designated by the school, the DigiCraft coordinator and other teachers involved in the programme. Students between the ages of 9 and 12 (3-5 children selected by the school) were also interviewed in groups. Informed consent was obtained from all participants (in the case of students, the mandatory consent of their families) and the interviews were recorded. The information collected has been transcribed and coded for analysis with NVivo 14 software.

2 Reaching relevant conclusions

The conclusions are structured according to four pillars that refer to the **impact of DigiCraft on the students, the teachers, the schools, and the programme** (considering the feedback of its users).

2.1 Learning to learn. Impact of Digicraft on students

2.2 The motivation they needed. Impact of Digicraft on teachers

2.3 Cross-cutting digitisation. Impact of Digicraft in schools

2.4 Evaluation of Digicraft as a programme by students and teachers

2.1

Learning to learn. Impact of Digicraft on students

Focusing on the impact on digital knowledge and skills, **100% of students believe that with the programme they have learnt to use technology better, which is corroborated by their teachers**.

Teachers highlight that their students discover through DigiCraft that **technology** is not only useful for playing, but **also promotes autonomy and responsibility, creativity, mathematic, linguistic, and social skills, and learning-to-learn competence**. For their part, **75% of the students believe that they have learnt to work in groups and respect their classmates more**.

Regarding the impact of DigiCraft on the motivation of students towards technology, their teachers consider that it has increased their curiosity, interest, and creativity. **87.5% of teachers report an increase in students' motivation to gain knowledge of and use technology**.

For their part, students would like to work on more subjects like DigiCraft. They feel very attracted to and excited by the programme because **"they play, have fun and learn"**. Some students also point out that they carry out programme activities outside school and, in some cases, the transfer of certain learning is observed (e.g., Being more organized because of having understood the importance of a logical sequence of steps).

Regarding the effects on the students' interest in school life, teachers highlight the **decrease in absenteeism since they participated in the programme ("children want to go to school if they are going to do DigiCraft that day")**. Some students also point out that they are so motivated that they involve their families in the programme ("they explain the programme to them and do family activities").

2.2

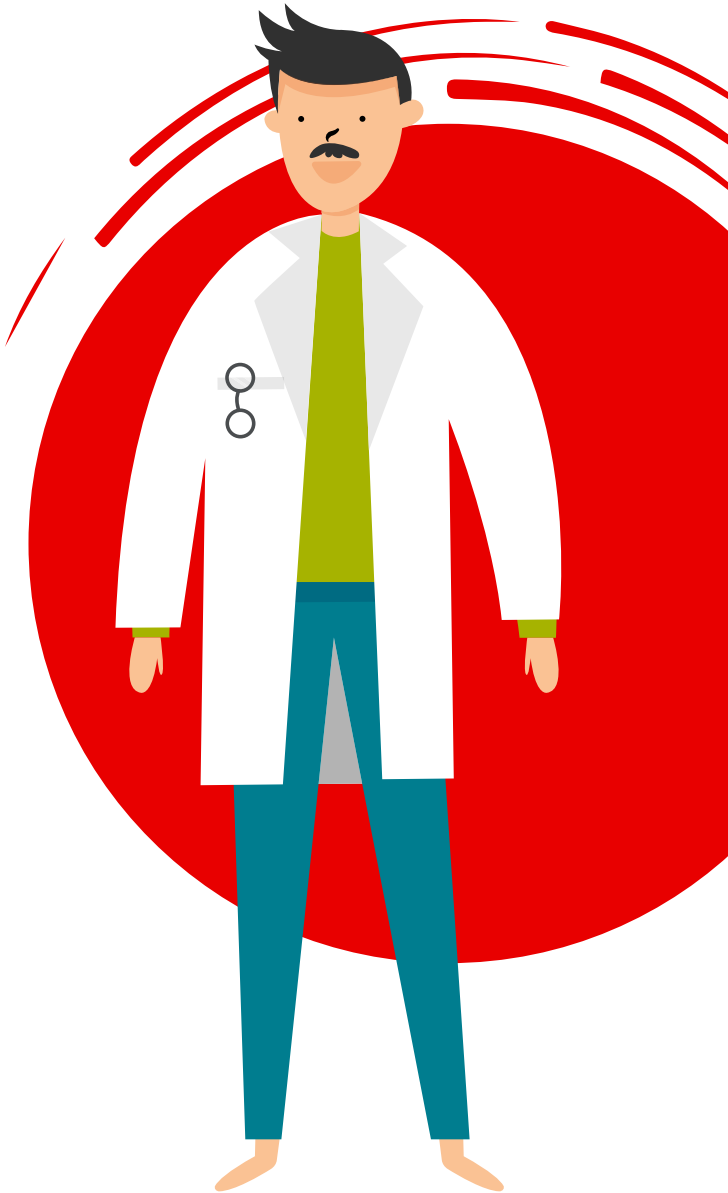
The motivation they needed. Impact of Digicraft on teachers.

In relation to the impact of the programme on the teachers' digital competences, their development is verified through the training received and practical experience, in such a way that **teachers recognize the development of their digital competence, they feel more initiative and confidence with the use of technology**.

Likewise, they report having also **acquired social and interpersonal skills** ("teamwork and help among colleagues").

93.75% of teachers believe that teaching DigiCraft has led to an increase in motivation towards their educational activity. They highlight their greater contact with students, shared learning, and greater satisfaction with teaching.

Teachers highly value the use of methodologies based on experimental learning due to the positive effects they have on students. The students highlight their closer contact with the teachers and the enthusiasm they show towards DigiCraft lessons.

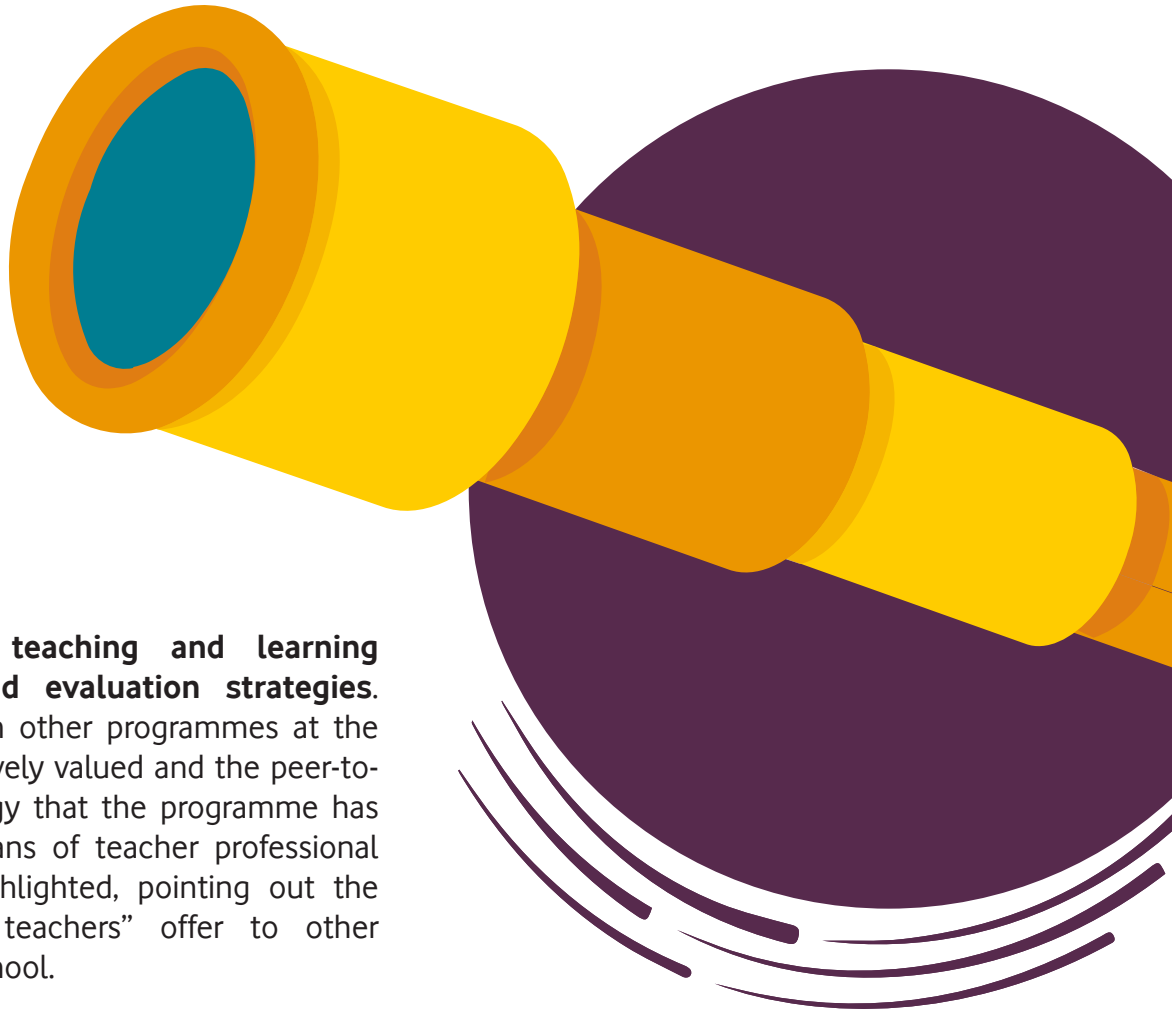


"We have learned together, I am learning a lot too".

"With these sort of activities, it is not only the students who are motivated, but also the teachers are motivated to prepare them".

2.3

Cross-cutting digitisation. Impact of Digicraft on schools.



Regarding the transfer of the programme to the day-to-day of schools, some of the teachers point out that **DigiCraft has contributed to increasing their capacity to lead other projects autonomously, to develop other teaching skills, to improve the school environment, to work in a multidisciplinary way** ("the activities are related to other areas") **and to transfer the activities, methodology and resources of the programme in the development of various subjects taught at the school**.

Regarding the influence of DigiCraft on the schools' digitalisation strategies and plans, the teachers point out that the programme has been included in their School Digital Plan, **making use of the technological provision provided in various activities, as well as rethinking, in some cases, teaching and learning methodologies and evaluation strategies**. The integration with other programmes at the school is also positively valued and the peer-to-peer training strategy that the programme has promoted as a means of teacher professional development is highlighted, pointing out the training "DigiCraft teachers" offer to other colleagues at the school.

> **"This has boosted the school's digitisation plan".**

2.4

Evaluation of Digicraft as a programme by students and teachers

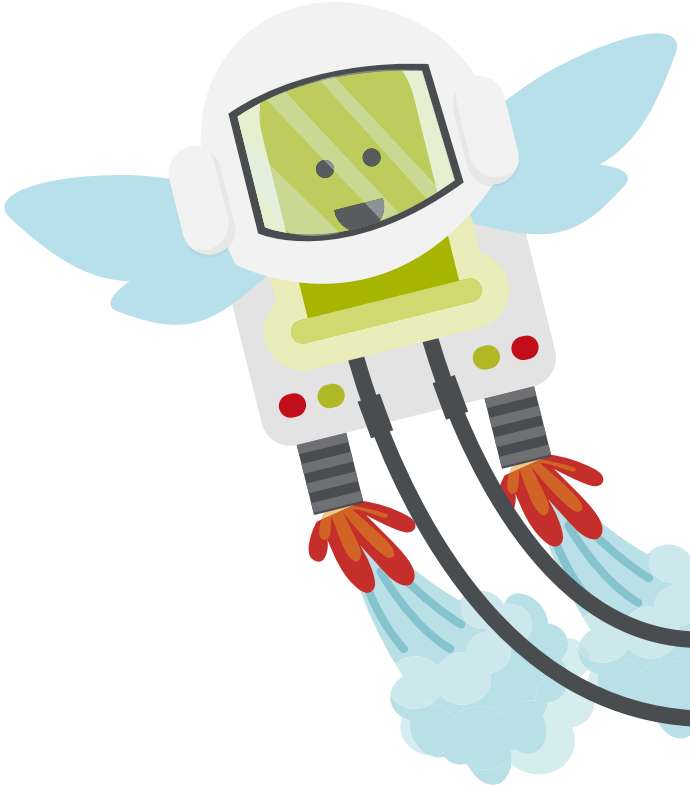
The students highlight the programme's technological, playful, practical, and fun nature, while the teachers agree in highlighting the potential of the activities, experimentation and training they receive.

Focusing on the training and support of teachers for the implementation of the programme, it is made clear that DigiCraft provides a comprehensive programme ("activities, training and resources") adequately scheduled ("guided activities adapted to age"), and that it develops the digital competence of teachers and students, for which they receive competent support from DigiCraft trainers. **75% of teachers consider that the training and support offered by the programme is necessary, appropriate, and sufficient**.

Regarding the teachers' assessment of the **DigiCraft** methodology, they highlight the methodological change it entails, focusing fundamentally on the fact that it **favours collaborative work, making classrooms more active, participatory, inclusive and cohesive** ("group feeling").

With respect to the challenges identified by teachers about the implementation of DigiCraft, some teachers state that the educational offer of DigiCraft is very extensive and, sometimes, they do not have the necessary time to carry out all the proposed activities. Also, in some cases, there is a need to find a greater connection between DigiCraft activities and the educational curriculum. Finally, some issues of a structural nature are indicated, referring to the lack of stability of the teaching staff at the school and the relative involvement of the teaching staff with the programme ("only a few are involved").

Regarding the future of the programme, some teachers propose the possibility of continuing with DigiCraft resources and expanding them, diversifying the itineraries ("creating levels per itinerary adapted to the needs of the students"), developing itineraries with learning situations ("to work on different areas, with a common thread and a final product"), organize face-to-face sessions with other schools, as well as for DigiCraft to incorporate curricular content that can be taught as part of one or more subjects.



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