



Case studies

21. CEIP San Felix, Candas (Asturias), Spain

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CONTENTS

1. Context of the school	3
2. Example of practice	3
3. Impact, barriers and enablers	4
3.1 School.....	4
ICT development plan, implementation strategy, organisational changes and attitudes	4
Resourcing	4
The curriculum and ICT	5
Organisation of support	5
3.2 Teachers.....	6
ICT as a tool for communication and collaboration.....	6
ICT as a tool to improve the quality and efficiency of planning and administration.....	6
The pedagogical role of ICT to improve learning and teaching.....	6
ICT skills.....	6
Participation, motivation, confidence and performance	6
3.3 Learners	6
ICT skills.....	6
Motivation, participation and confidence.....	7
4. References	7

This is one of 25 case studies produced for STEPS, the Study of the impact of technology in primary schools, to illustrate the impact of ICT, on schools, teachers and learners, and to highlight barriers and enablers to its effective use in the school. Further information can be found at <http://steps.eun.org>.



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This study has been commissioned by the European Commission, Directorate General Education and Culture.

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1. CONTEXT OF THE SCHOOL

CEIP San Felix is in a fishing village on the north coast of Spain. It is a successful and popular primary school with 360 pupils and 31 teachers, 24 of which are full-time. The school day is from 09.15 to 14.15 and is divided into six 45-minute lessons. Social constructivism and the informal learning methods of Paulo Freire are used by some teachers, while others use a more formal pedagogy. There is a strong sense of pride in the school, collective enthusiasm for teaching well, helping children achieve their potential, and using ICT.



The school is regarded as one of the most advanced primary schools in Spain for its use of ICT, with Telefonica Espana providing support for ICT development activities through the Aulastic project (www.aulastic.com). The project places a strong emphasis on the development of people and pedagogies, and the use of social networking and open source tools (such as wikis, Moodle, blogs and webquests) to support this development.

Most classrooms are equipped with SMART interactive whiteboards. There are two computer rooms and a loan system for class sets of laptops, and Wi-Fi access to the school network and internet. Both teachers and pupils use the laptops. The school has a *Mediateca*: a library and reading space, projection space, multimedia zone and a radio workshop, which is also open to the community.

2. EXAMPLE OF PRACTICE

Little Speakers' aims to develop oral expression and research skills using ICT, including 20 tablet PCs and an interactive whiteboard. Every child chooses a topic for a 'conference': the topic can be free choice or chosen from options given by the teacher. They use laptops and the internet to look for information, then write and design a computer presentation. They practise the presentation at home and the conference takes place at the agreed day and time.



Children use the interactive whiteboard to show their 'lecture'. The teacher records the presentation to publish on the student's blog later. Classmates write notes on their laptops (important ideas, successes and mistakes in the presentation), add links, images, and videos related to the topic of the conference. At the end of the presentation, they question the

lecturer. Finally, a co-evaluation takes place: successes and mistakes are analysed, and reasons are given. The student publishes their conclusions in their personal blog together with the video of their lecture and presentation.

3. IMPACT, BARRIERS AND ENABLERS

3.1 SCHOOL

ICT DEVELOPMENT PLAN, IMPLEMENTATION STRATEGY, ORGANISATIONAL CHANGES AND ATTITUDES

o **Impacts, barriers and enablers**

- o A national policy gives autonomy to the regions in educational provision including the curriculum.
- o There is cohesive implementation of the regional ICT (Educastur) strategy.
- o Schools work in partnership with the private sector.
- o There is an overall project which emphasises the development of people and pedagogies, and the role of social networking and open source tools to support this.
- o A whole-school approach driven by pedagogical training, and with on-site teacher support (on a voluntary basis), provides the necessary methodological change in order to use ICT in a coherent and rational way.
- o Clear vision, leadership and encouragement is provided by the region and the school leader.

RESOURCING

o **Impacts, barriers and enablers**

- o The region provides strategic leadership in the development, procurement and support of learning materials.
- o A minimum entitlement is a small suite of computers, a laptop, an interactive whiteboard and projector, as well as a server and internet connection provided throughout Asturias.
- o There is good support to ensure that the systems are resilient, and that newer technologies and initiatives are introduced to schools.

THE CURRICULUM AND ICT

- **Enablers**

- There is space in the curriculum for activities such as Little Speakers.

ORGANISATION OF SUPPORT

- **Impacts, barriers and enablers**

- The existence of a school ICT co-ordinator is respected by teachers.
- Support is provided by a representative of the company responsible for installing the interactive whiteboards, who is both an ICT specialist and pedagogical advisor.

- Technical support is provided at three levels:

- The ICT co-ordinator within the school has a good understanding of the technology and the systems used as a result of the intensive and comprehensive training that is provided. The teacher spends approximately half the week providing support and the rest teaching. The support provided at this level is less technical but is sufficient to address most routine problems.
- System support is provided centrally from the Educastur Team, who will rectify faults remotely. They also provide telephone and online support to the ICT co-ordinator, which is typically very good and very responsive.
- Technical equipment level, where an external supplier is responsible for breakdown repairs and replacements. Typically there is a good response time: sometimes the same day, and sometimes the day after.



- Students' work is stored via an e-portfolio system, which can be accessed by both staff and parents. Parents can check their child's progress and weekly work plans online.
- Students routinely save samples of their work to their e-portfolio, allowing the range and progression of their work to be assessed in a variety of contexts.

3.2 TEACHERS

ICT AS A TOOL FOR COMMUNICATION AND COLLABORATION

- **Impacts**
 - Extensive and advanced use of blogs are an integral part of the communication, teaching and learning provision.

ICT AS A TOOL TO IMPROVE THE QUALITY AND EFFICIENCY OF PLANNING AND ADMINISTRATION

- **Impacts and enablers**
 - Teachers are allowed to borrow laptops from a pool of laptops, and typically prepare work at home.

THE PEDAGOGICAL ROLE OF ICT TO IMPROVE LEARNING AND TEACHING

- **Enablers**
 - Web 2.0 technologies enable collaboration and sharing with parents.

ICT SKILLS

- **Impacts and enablers**
 - The pedagogic training of teachers is based on pedagogical change in order to exploit ICT in a coherent and rational way.

PARTICIPATION, MOTIVATION, CONFIDENCE AND PERFORMANCE

- **Enablers**
 - This is enabled by on-site, pedagogically-driven, expert support, passed on to pupils by the teachers.

3.3 LEARNERS

ICT SKILLS

- **Impacts and enablers**
 - The pedagogic training of teachers is based on pedagogical change in order to exploit ICT in a coherent and rational way.

MOTIVATION, PARTICIPATION AND CONFIDENCE

- **Enablers**

- This is enabled by on-site, pedagogically-driven, expert support, passed on to pupils by the teachers.

4. REFERENCES

- **Sources:**

- Interviews with teachers and observations of lessons.
- CEDEFOP visit report (http://studyvisits.cedefop.europa.eu/assets/upload/supervisors/evr/EVR_27_ES_en.pdf).

- **Further information:**

- School website (<http://web.educastur.princast.es/cp/sanfelix/>).