HI CLASS

HI-CLASS – HYBRID AND INNOVATIVE DIGITAL AWARE CLASS
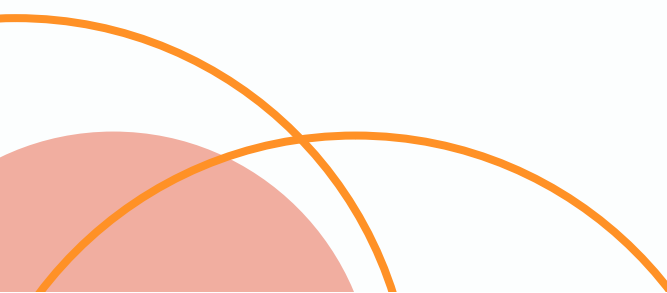
DIGITAL DUTY MANAGER COMPETENCES

Intellectual Output 01

CONTENTS

DESK RESEARCH CONCLUSION

The desk research performed by partners in the frame of HiClass project highlights several relevant elements for the project.

There are similarities observed among the different participating countries (Italy, Portugal, Romania, and North Macedonia):

- All of them are concerned with the digitalisation of education and consider it an opportunity to improve the level of education. In all countries, there are major educational policies promoting the digitalization of education, and existing plans for continuous training of teachers in this field.

Some disparities can also be observed, responding to country specifics:

- **ITALY** – there is a specific issue linked to demography and an ageing educational workforce, that lowers the level of digitalisation.
- **NORTH MACEDONIA** – is below average. Also, the general level of youth Macedonian in digital literacy remains relatively low compared to other countries (64%)
- **ROMANIA** – there is a high disparity of digital educational opportunities according to the environment (rural or urban).

This report highlights a main outcome of the following digital competence needs in education:

- Management of distance learning platforms;
- Didactic innovation using latest technologies for the development of digital educational contents;
- Need for competences to manage digital resources, for research and finding material;

Those main needs can be framed in the DigiCompEdu framework as belonging to the categories 2) Digital resources and 3) teaching and learning mostly.

NATIONAL SURVEYS

ITALY

The two surveys conducted in ITALY highlight not only the level of digital skills but allow a comparison between what the teachers and the technical administrative staff think.

Analysing the survey data, we find the largest number of responses coming from the group aged over 50. Most respondents (> 55%) confirm that they have received digital training.
Training appears to be mainly autodidactic for both profiles (> 50%) while for the technical/administrative profile, participation in training courses is also highlighted.

Technical/administrative staff
-Communicating and attracting the attention of students: more than 50% have serious difficulties;
-Managing technical issues of devices: more than 55% experience the problem;
-Time management: more than 45% encountered the problem with occasional difficulty;
-Evaluating students and managing the phenomenon of "cheating" (copying): more than 55% find the problem as relevant;
-55% consider managing hybrid teaching as an occasional difficulty.

Teachers:
-As regards digital literacy and mastery 39% of responses are positive, as well as communication and collaboration through digital tools;
-The creation of digital content, on the other hand, stands at 34% as an intermediate point;
-IT security has an average value between sufficient and good;
-Problem solving, on the other hand, sees its score with 39% of positive answers.

Following the questionnaire, the main characteristics of the Digital Duty Manager should be:

- Support in training on the use of digital resources (80% of the answers);
- Technical support (75)%;
- Support in training on the use of digital resources (51%);
- Analysing the technical or pedagogical problems that have emerged; looking for a solution with a team or with the Headmaster (37%).

The requirements of the professional figure of the Digital Duty Manager highlight the following points:

- Teachers feel supported by the school in organising digital lessons (62%) and the professional figure of the Digital Duty Manager is needed (76%); this figure is also confirmed by the technical/administrative staff (80%).

- Today teachers solve their digital problems independently (67%), 51% are helped by other teachers and 48% receive support from technical / administrative staff.

NATIONAL SURVEYS

NORTH MACEDONIA

Most respondents were aged 26 to 50 years old, which is a wide age group, and they are teachers from foreign language fields.

- Other groups got training after they became teachers, with numerous projects initiated by the Ministry of Education of North Macedonia. And of course, by self-learning.
- Teachers feel confident regarding digital safety, content creation, communication, data literacy, except problems connected with software and hardware maintenance.
- Teachers mostly face technical problems with devices. Also from time to time, there are problems with cheating students, getting their attention and interest, adaptation of different levels of knowledge, and not having appropriate and modern digital equipment.
- Our teachers mostly use Teams for online classes (established as official by our Department of Education), also FB-Messenger and Viber for communication with students and parents.

- Students mostly use Messenger, Teams, but they are interested in researching, use of multimedia, and of course they prefer face to face school, compared to online.
- Almost the same number of teachers think they are not supported in the organisation of the classes by the school, no strong conclusion here.
- We can strongly confirm that teachers need support from a person in digital activities.
- When our teachers meet difficulties, they mostly solve them by themselves, or with help of technical/administrative staff (IT colleagues) in the school.
- Digital Duty Manager should help teachers in solving technical problems, also to provide some kind of training about digital resources.

- We can conclude that foreign language teachers are the largest group in the school, also they often use digital media and use it in teaching.
- We can conclude that most of the teachers got some form of digital training.
- Most of the teachers, especially younger (below 40) got the initial training in school

- Most of the students have a solid level of digital competence.
- Teachers agree that they have to get out of their comfort zone to learn English if they want to improve their digital skills.
- Teachers want to improve their competence by practising - learning by doing, by face to face classes,not by reading theoretical knowledge.
- Most of the non-teaching staff do not feel confident enough to help teachers in digital issues, also not enough finance to support the teacher's request.
- Non-teaching staff think that teachers are not motivated enough to learn by themselves and implement digital education.
- Digital Duty Manager should have proficient competence in all sectors offered.
- Digital Duty Manager should not be a teacher, but supporting staff (internal or external). Mainly, teachers have other duties and can not be fully dedicated as required.

NATIONAL SURVEYS

PORTUGAL

The two surveys highlight not only the level of digital skills but allow a comparison between what the teachers and the technical administrative staff think.

Analysing the survey data, we find the largest number of responses coming from the group aged over 40. Most respondents (> 90%) confirm that they have received digital training.

Training appears to be mainly formal continuous training for both profiles (> 71%).

Technical/administrative staff:

- Communicating and attracting the attention of students: more than 70% have serious difficulties;
- Managing technical issues of devices: more than 50% experience the problem;
- Time management: more than 60% encountered the problem with occasional difficulty;
- Evaluating students and managing the phenomenon of "cheating" (copying): more than 60% find the problem as relevant;
- 37,5% consider managing hybrid teaching as an occasional difficulty.

Teachers:

As regards digital literacy 97,6% of responses are positive, as well as communication and collaboration through digital tools where 95,3% of responses are positive;

- The creation of digital content, on the other hand, stands at 71,4% as an intermediate point;
- IT security has an average value between sufficient and good, 78,5%;
- Problem solving, on the other hand, sees its score with 73,8% of positive answers.

According to the technical / administrative staff, the people interviewed believe that information and data literacy are essential for teachers as well as communication and collaboration. The questionnaire shows that exist some communication between the teachers of interactions on digital issues between the teachers and the technical/administrative staff (62,5% communicate with teachers).

The requirements of the professional figure of the Digital Duty Manager highlight the following points:

Teachers feel supported by the school in organising digital lessons (90,48%) and the professional figure of the Digital Duty Manager is needed (92,86%); this figure is also confirmed by the technical / administrative staff (100%).

Today teachers solve their digital problems independently (61,9%), 54,76% are helped by other teachers and 54,76% receive support from technical / administrative staff.

The main characteristics of the Digital Duty Manager should be:

- Support in training on the use of digital resources (54,76% of the answers);
- Technical support (92,86%);
- Support in training on the use of digital resources (54,76%);
- Analysing the technical or pedagogical problems that have emerged; looking for a solution with a team or with the Headmaster (23,81%).

NATIONAL SURVEYS

ROMANIA

The two surveys highlight not only the level of digital skills but allow a comparison between what the teachers and the technical administrative staff think.

Analysing the survey data, we find the largest number of responses coming from the group aged over 40. Most respondents (> 90%) confirm that they have received digital training.

Training appears to be mainly formal continuous training for both profiles (> 71%).

Technical/administrative staff:

- Communicating and attracting the attention of students: more than 70% have serious difficulties;
- Managing technical issues of devices: more than 50% experience the problem;
- Time management: more than 60% encountered the problem with occasional difficulty;
- Evaluating students and managing the phenomenon of "cheating" (copying): more than 60% find the problem as relevant;
- 37,5% consider managing hybrid teaching as an occasional difficulty.

The requirements of the professional figure of the Digital Duty Manager highlight the following points:

Teachers feel supported by the school in organising digital lessons (90,48%) and the professional figure of the Digital Duty Manager is needed (92,86%); this figure is also confirmed by the technical / administrative staff (100%).

Today teachers solve their digital problems independently (61,9%), 54,76% are helped by other teachers and 54,76% receive support from technical / administrative staff.

Teachers:

As regards digital literacy 97,6% of responses are positive, as well as communication and collaboration through digital tools where 95,3% of responses are positive;

- The creation of digital content, on the other hand, stands at 71,4% as an intermediate point;
- IT security has an average value between sufficient and good, 78,5%;
- Problem solving, on the other hand, sees its score with 73,8% of positive answers.

According to the technical / administrative staff, the people interviewed believe that information and data literacy are essential for teachers as well as communication and collaboration. The questionnaire shows that exist some communication between the teachers of interactions on digital issues between the teachers and the technical/administrative staff (62,5% communicate with teachers).

The main characteristics of the Digital Duty Manager should be:

- Support in training on the use of digital resources (54,76% of the answers);
- Technical support (92,86%);
- Support in training on the use of digital resources (54,76%);
- Analysing the technical or pedagogical problems that have emerged; looking for a solution with a team or with the Headmaster (23,81%).

DIGITAL DUTY MANAGER

The Digital Duty Manager is the new professional figure for school organisations.
The figure is a conductor who harmoniously coordinates the activities of developing internal digital skills, and helps in digital communication, technical aspects, and digital pedagogy activities.

Schools need to push towards an accelerated path of digital transformation not only by the pandemic Covid-19 but by an intrinsic need for competitiveness. In this context, the Digital Duty Manager becomes the true strategist of digital growth because this figure can combine soft skills in communication, problem-solving, leadership, and multitasking.

In coordination with the Headmaster, the Digital Duty Manager is responsible for improving the adoption of digital tools and promoting their evolution in the schools. The Digital Duty Manager carries out the analysis of the digitalization of the "end to end" processes, identifying and improving actions. This figure supports all the school departments by defining the best ways of presenting and implementing internal digital processes. The Digital Duty Manager can also be directly responsible for the new technologies implementation, always respecting the school's pedagogical activities.
The main responsibility and features can be resumed in 6 areas.

1. **PROFESSIONAL ENGAGEMENT**

2. **DIGITAL RESOURCES**

3. **PLANNING AND MANAGEMENT**

4. **DATA ANALYSIS**

5. **EMPOWERING TEACHERS AND STAFF**

6. **TEACHING AND LEARNING**

DIGITAL DUTY MANAGER

PROFESSIONAL ENGAGEMENT

1

Digital Duty Manager is expressed in the capability to use digital technologies not only to enhance tutoring, but also for their professional relations with associates, learners, parents and other interested parties, for their individual professional development and for the collaborative good and nonstop invention in the organisation and the tutoring profession.

2

DIGITAL RESOURCES

Digital Duty Manager has to effectively establish resources that best work their learning objectives, learner cluster, and new teaching methods, structure the wealth of materials, establish connections and switch, add on to, and develop digital resources to support academics.

PLANNING AND MANAGEMENT

3

Digital Duty Manager needs to plan and manage its resources. He needs to collaborate with the Headmaster and the Head of Departments to implement digital activities and training.

4

DATA ANALYSIS

Digital technologies will contribute to directly watching learner progress, to facilitating feedback and to permitting educators to assess and adapt their teaching methods.

EMPOWERING TEACHERS

5

Digital technologies will contribute to directly watching learner progress, to facilitating feedback and to permitting educators to assess and adapt their teaching methods.

6

TEACHING AND LEARNING

Digital technologies can enhance and improve teaching and learning strategies in many different ways.

However, whatever pedagogic strategy or approach is chosen, the fundamental competence in this area is teaching.

LEARNING UNITS

LEARNING OUTCOME 1 - DISTANCE LEARNING PLATFORMS

At the end of this LO the learner will have a good understanding of:

- Using digital technologies to make additional learning resources and information available to learners;
- Using digital technologies to communicate organisational procedures to learners, e.g. rules, appointments, and events;
- Using digital technologies to inform learners and parents on an individual basis, e.g. on progress and issues of concern;
- Using digital technologies to communicate with colleagues in the same organisation and beyond;
- Using digital technologies to communicate with third parties relevant to the educational project;
- Communicating via the organisation's website or through corporate digital technologies, platforms or communication services contracted;
- Contributing with content to the organisation's website or virtual learning environment;

LEARNING UNITS

LEARNING OUTCOME 2 - OTHER EDUCATIONAL SOFTWARE PRODUCTS

At the end of this LO the learner will have a good understanding of:

- Educational software;
- Main features in terms of software opportunities;
- Acquisition of learning software;
- Safeguarding and maintenance of digital infrastructure;
- Digital learning environments;
- Digital tools and devices;
- Any kind of software (e.g. programmes, apps, virtual environments, games); security (software and hardware protection; personal domain protection; health and the environmental protection);

MODULE A - SELECTION OF DIGITAL SOLUTIONS

This module sets out to develop the following competencies in teachers:

Selecting appropriate online learning solutions for different educational scenarios.

Selecting a useful LMS (Learning Management System) for integrating different online learning strategies.

Blending synchronous and asynchronous solutions for optimal results.

MODULE B - PLANNING AND MANAGEMENT OF THE DIGITAL LEARNING SOLUTION

This module sets out to develop the following competencies in teachers:

Planning appropriately how to develop personalised digital tools according to the needs of the students

Managing an array of digital tools to achieve the best possible educational results
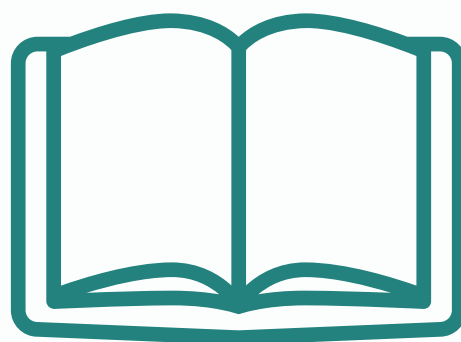
LEARNING OUTCOME 2 - MODULES

## MODULE C - BASICS IN THE DEVELOPMENT OF ONLINE LEARNING TOOLS

This module sets out to develop the following competencies in teachers:

What is online learning and earning platforms, online resources, pros and cons about learning tools or types of online learning tools.

MODULE D - EDUCATION WITH DIGITAL TOOLS

This module sets out to develop the following competencies in teachers:

- **Foster a positive school and classroom community online.**
- **Identify the features and benefits of different digital tools.**
- **The top 10 distance learning tools for teachers**
- **Apply technology-based tools to support student learning and engagement.**
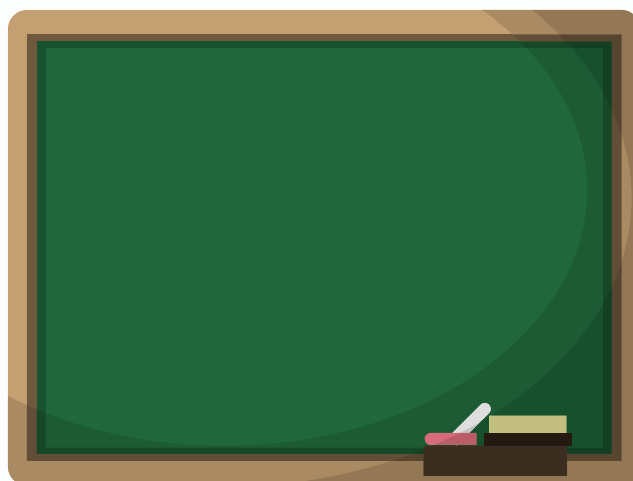
LEARNING OUTCOME 2 - MODULES

MODULE E - ADAPTATION OF CLASSROOMS TO THE DIGITAL

The learning objectives:

1.For the duty manager, being able to suggest ideas to the adaptation of classrooms to the digital environment through the support of class coordinators;
2.For the duty manager, being able to collaborate with the Head of Departments to implement digital activities and training;
3.For the duty manager, being able to support the teachers in planning and management of digital learning solutions;
4.To increase the knowledge about different digital resources;
5.To increase the use of digital resources adapting the to different teaching strategies;
6.To develop skills in the use of digital resources for formative and summative assessment.

In this Module, you will learn how some digital tools are used and integrated in the classroom, using certain mobile devices.

LEARNING OUTCOME 2 - MODULES

MODULE F - REPOSITORY OF DIGITAL ACTIVITIES

In this Module, you will learn some ideas to create a repository of digital activities at the classroom/school.

1. To prepare a digital repository as a collection of digital resources of the school which helps to classify, catalogue, store, preserve, disseminate, and provide access to the knowledge assets or intellectual output of the organization;
2. To integrate the repository of activities in the planning and implementation of teaching and learning strategies;
3.To develop the use of a repository of digital activities to support an independent learning style;
4.To develop skills in the creation and use of a repository of digital activities.

The learning objectives of this Module are:
A.For the duty manager, being able to support the creation of repositories of digital activities that can be carried out with students and teachers
B.For the duty manager, being able to work closely with colleagues and staff on a variety of web-related tasks
C.Increase the use of a repository of digital activities to promote an independent learning style of students
**D.Incorporate a new organizational method, altering the teachers' work culture**

LEARNING OUTCOME 2 - MODULES

MODULE G – GAMIFICATION

In this Module, you will learn some methods and how to apply them to humanistic or technological content to provide students a playful and motivating environment (Gamification).

Learning contents:

1. How to introduce game elements in a non-game context
2. How to design effective assignments
3. Grade students' work
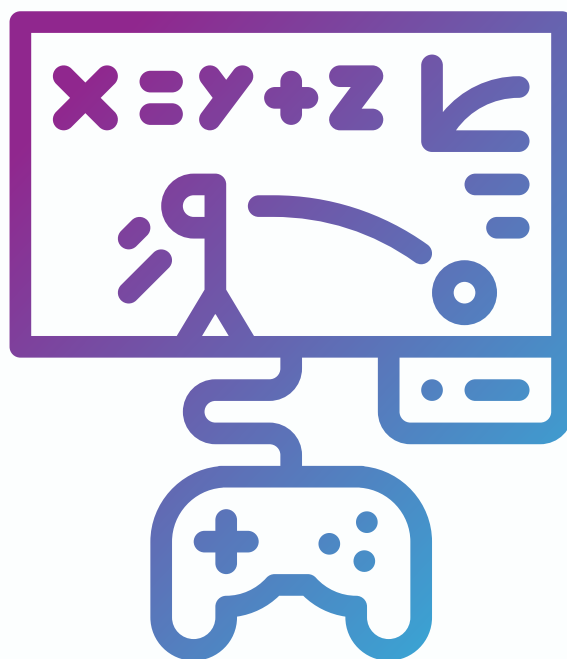
DIGITAL DUTY MANAGER SELECTION PROFILE

WHAT THE DIGITAL DUTY MANAGER DOES. GUIDELINES FOR SELECTION

He/She communicates and coordinates with the Headmaster to organize any new digital activities.

He/She has the responsibility to prioritize the technological infrastructure that enables an effective digital presence in the school.

He/She collaborates with the Head of Departments to implement digital activities and training.

He/She plans and manages digital learning solutions.

He/She has a notion in the development of online learning tools.

He/She provides support in educational gamification and other interactive educational methods.

He/She adapts classrooms to the digital environment through the support of class coordinators.

He/She supports the creation of repositories of digital activities that can be carried out with students, such as training activities focused on journalism, game proposals, hackathons, etc.

He/She has the responsibility for the messaging, content, and appearance of the school's core web properties including maintenance and operation.

He/She works closely with colleagues in technology and administration area, collaborating with staff from across the school on a variety of web-related tasks.

He/She supports the digital elements of special events and initiatives as well as marketing campaigns.

He/She ensures a quality web experience by regularly monitoring web activities, measuring content performance, and leveraging analytics and associated tools.

He/She consistently evaluates digital communications technologies, ensuring the most efficient and effective tools are being used.

DIGITAL DUTY MANAGER SELECTION PROFILE

SKILLS AND TRAINING

The Digital Duty Manager must demonstrate a high attitude and openness towards digital and the ability to guide and coordinate teams;

They (or He/She) must know all digital tools, from SEO to enterprise software products and programming languages, analytics products etc.

Being a multitasker is essential, as they (or he/she) must be capable of managing multiple projects simultaneously and working with multiple teams.

LLeadership and communication skills are necessary for effectively working with staff and all individuals involved.

The role requires excellent organizational skills and a strong attention to detail, which encompasses a high degree of accuracy and clarity.

DIGITAL DUTY MANAGER SELECTION PROFILE

DIGITAL DUTY MANAGER COMPETENCES

Education level	Digital Duty Manager competences	Level of competence		
		basic	standard	proficient
Primary school	Technical skills - knowledge of software and hardware used in schools, including management of devices such as laptop, tablet, projectors, webcams;		x	
	Problem solving skills		x	
	Communication abilities			x
	Organisational skills		x	
	Ability to work in a team		x	
	Ability to use e-learning platforms and to discover new ones, the most appropriate ones to use in a class			x
	Knowledge of teaching methods in order to adapt them to online learning			x
Secondary school	Technical skills - knowledge of software and hardware used in schools, including management of devices such as laptop, tablet, projectors, webcams;		x	
	Problem solving skills		x	
	Communication abilities			x
	Organisational skills			x
	Ability to work in a team			x
	Ability to use e-learning platforms and to discover new ones, the most appropriate ones to use in a class			x
	Knowledge of teaching methods in order to adapt them to online learning			x
High school	Technical skills - knowledge of software and			x
	hardware used in schools, including management of devices such as laptop, tablet, projectors, webcams;			
	Problem solving skills			x
	Communication abilities			x
	Organisational skills			x
	Ability to work in a team			x
	Ability to use e-learning platforms and to discover new ones, the most appropriate ones to use in a class			x
	Knowledge of teaching methods in order to adapt them to online learning			x