



GUIDELINES' TESTING INSTRUCTIONS & REPORT

PREMISE

The Workshops pertain to the **Phase 3 - Testing & Evaluation** of the LIBERTEC Project and represent the **sub-phase 3.3 " Testing and evaluation in Partner Countries"**.

This sub-phase lasts **from 01 December 2023 to 30 April 2024** and it is aimed to put into practice the methodological indications provided by the LIBERTEC GUIDELINES' to perform the pedagogical documentation in digitized way. The privileged observatory for the testing is represented by the 4 pilot ECEC organizations partner in the project: CEPISS (IT), AJEJD (PT), PINOLIVO (ES), PRICHINDEL (RO).

This action is conceived as a **checking of the effectiveness of digitized documentation** within daily work, educative commitments and activities with children, family relations and external institutional connections.

Each organization (CEPISS, AJEJD, PINOLIVO, PRICHINDEL) has to organize at least 4 staff persons per each pilot partner. If more operators can be involved it is an added value sustaining project impact. .

GENERAL TESTING ARTICULATION



Field Test
01 Dec. 2023
30 April 2024

To be carried out by: CEPISS, AJEJD, PINOLIVO, PRICHINDEL.

FOR THE TESTING, THE GUIDELINES HAVE TO BE AVAILABLE IN EACH PARTNER LANGUAGE (to be consulted/used in mother tongue by operators)

MINIMUM 4 TESTERS (4 teachers/educators)

If more operators can be involved it is an added value sustaining project impact

Testing organization is free: Each partner can choose to test digitized documentation in 1 or more classes, in 1 or more educational levels, 1 or more centres (for partner with multi-location services)

The testing is strategically planned between **mid-wintery evaluation and final evaluation** of the school year

Testing is aimed at checking the effectiveness of digitized documentation **within daily work, educative commitments and activities with children, family relations and external institutional connections**

Applying LIBERTEC GUIDELINES methodological indications in daily work is an **opportunity to improve** preschool digital responsiveness, contribute to its modernization and to the competencies upgrade of its staff



TEMPLATE FOR TESTING REPORT

LOCAL TESTING REPORT

1. Implementation structure (How did you implement the testing? In how many classes?) (MAX. 2.500 CHARACTERS)

The Kindergarten "Prichindel" in Romania chose to test digitized documentation in 15 classes within the 3-6 years educational level across 2 kindergartens. The testing aimed to assess how teachers and coordinators utilize digitized documentation in their daily work, educational activities with children, family relations, and external institutional connections. Additionally, it aimed to explore how to apply the "LIBERTEC GUIDELINES" methodological indications as an opportunity to enhance preschool digital responsiveness, contribute to its modernization, and upgrade the competencies of its staff.

2. Testing participants

n	NAME	SURNAME	Professional position/educational role
1	DORINA	DUNĂREANU	COORDINATOR -TESTER
2	PARASCHIVA	GHEAȚĂ	TEACHER/EDUCATOR-TESTER
3	CARMEN IULIANA	ILIE	TEACHER/EDUCATOR-TESTER
4	DANIELA	COSTEA	TEACHER/EDUCATOR-TESTER

3. Tested contents and focus (List here the activities carried out by the Testers and the digital programs chosen and used by each involved educator/teacher, explaining why they chose to test them) (MAX. 2.500 CHARACTERS)

CONTENTS SHARING - List of tools/programs for contents sharing

- **ETWINNING/TWinspace** - is used to share the ERASMUS workspace for school meetings. The eTwinning European School platform is the European Commission's network where the school community meets to organize projects, communicate and live session. Each country has a national support organization. Selected information collected from the official page: National support organizations are responsible for verifying user registrations, promoting eTwinning in their countries, helping teachers to set up and run their projects, rewarding schools for successful participation in eTwinning projects, organizing training sessions training for teachers and ensuring that eTwinning evolves in a way that suits the particular needs of local schools. They receive a grant from the European Commission that covers up to 80% of their costs." (cf.: <https://school.education.ec.europa.eu/en/about/eTwinning-NSO>)





- **GOOGLE MEET** The PROGRAM is used for organizing conferences. Google Meet is for group digital conference meetings. There is a limited free plan for everyone who has Gmail accounts. If institutions or schools have a paid business plan, called Google Workspace, then more resources are available, such as recording sessions saved in Google Cloud, more than 60 minutes of live time and more user presence. Selected features collected from the official webpage: - Organize video calls and meetings in one place - Access on any device - High quality audio and video - Backgrounds and visual effects - Content sharing - Conversation tracking - Secure meetings and conversations - Anyone can join a Meet with an invite. However, some of the features are only available to Google Workspace customers. (cf.: <https://play.google.com/store/apps/details?id=com.google.android.apps.tachyon&gl=US>)
- **WHATSAPP** - WhatsApp Messenger is a free messaging app available for Android and other smartphones. WhatsApp uses the phone's internet connection to allow the user to send messages, media files and call friends or family. WhatsApp can also be accessed and used on computers as long as the user's phone remains connected to the Internet while using the application on the computer. The user also has the option to use WhatsApp to send SMS.
- **MESSENGER** - Facebook Messenger is a FREE mobile messaging app. Facebook Messenger is used for instant messaging, sharing photos, videos, audio recordings and group chats.
- **GOOGLE CLASSROOM** - is a free web service developed by Google for schools that aims to simplify the creation, distribution and grading of assignments in a paperless way.

DIGITAL RESOURCES MANAGEMENT & IMPLEMENTATION - List of tools/programs to manage work activities in a preschool

- **GOOGLE DRIVE AND DOCS** - Virtual storage with cloud-based applications Google Drive is a cloud-based solution for storing digital data. It is possible to store documents, videos, photos, music or any other type of file. The big advantage of such a resource is the easy way to access and synchronize files from anywhere, with any device as long as you have an Internet connection Alternative: Microsoft Onedrive. A free web version with some active Microsoft 365/Office functionality can be used. It only offers 5GB of cloud-based digital file storage. Website: <https://onedrive.live.com>
- **PADLET** - is an online application that allows users to easily express their opinions on a common topic on a virtual "bulletin" (wall). It's a free, easy-to-use digital collaboration tool for school environments. Easily embed text, photos, video, audio and web links for sharing. Selected information collected from the official page: "- Include your best friends, family and colleagues so no one complains about being left out. - Invite others to contribute - Work with unlimited collaborators - Give read, write, moderator or admin access only; revoke at any time - Updates appear instantly across devices - Allow others to redo your work to use as a template. (Cf.: <https://padlet.com/features>) Alternatives: Stormboard. "All-in-one digital transformation co-working space and collaborative whiteboard where professionals and high-performing teams organize meetings, manage projects and carry out day-to-day initiatives, no matter where they are"





(cf.: website). It is not as visual as the palette. There is a free plan for personal use. Website: <https://stormboard.co>

- **GOOGLE CLASSROOM** - Free educational web service developed by Google. It's part of the G Suite for Education package, which includes Google Drive, Docs, Gmail, and Calendar. Classroom facilitates communication between students-families and teachers, both inside and outside the educational centers. Classroom saves time and paper and allows you to create courses, distribute assignments, share documents, files, communicate and keep everything organized in a simple way.
- **CANVA** - Online design tool. Enables the creation of communication content such as posters, social media images, infographics, presentations and even videos. Canva offers a collection of 8,000 templates free for 100 types of design multifunctional. It also allows you to make your own models from scratch, adding images to them, other elements and texts. To do this, uses an interface where you just have to move menu items into composition with the mouse. Among the designs you can create with Canva you have logos, posters and business cards. Of you can also create posters, covers, programs and invitations, work templates, and publications for social networks, among Other.

4. Achieved results & teachers/educators feedback (Which were the main results you achieved within the testing? What kind of feedback did you receive from the involved teachers/educators on the applying the contents proposed the Guidelines related to digitized pedagogical documentation?)

(MAX. 2.500 CHARACTERS)

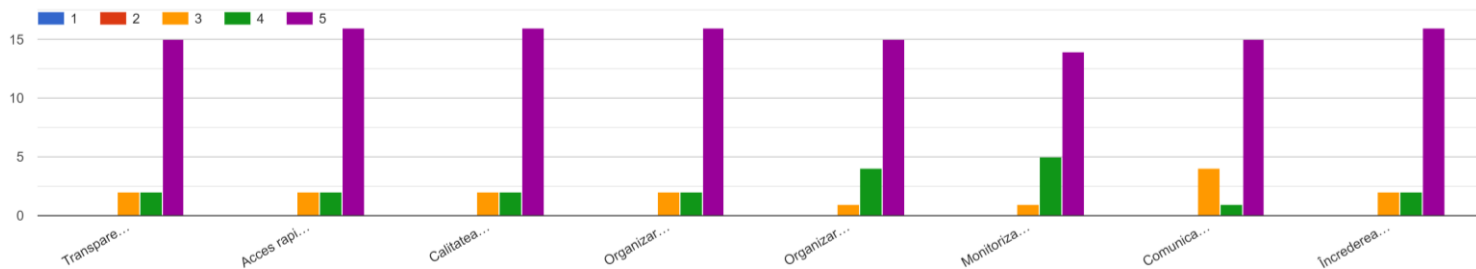
During the testing phase, we achieved several significant results. Firstly, we successfully implemented the digitized pedagogical documentation, allowing for more efficient and organized record-keeping of preschoolers progress and activities. Secondly, we observed improved collaboration among teachers and educators due to the streamlined communication enabled by the digital platform. Sharing insights, lesson plans, and strategies became more accessible, fostering a more cohesive teaching environment. Feedback from the involved teachers and educators was overwhelmingly positive. They appreciated the user-friendly interface of the digital documentation system, which simplified their administrative tasks and saved time. Moreover, they found that the Guidelines provided clear and comprehensive instructions for implementing the digitized pedagogical documentation effectively.





PLEASE, ADD THE RESULTS ACHIVED THROUGH THE EVALUATION QUESTIONNAIRE SUBMITTED TO THE TESTERS.

At question B.4 „In your opinion, to what extent has implementing the recommended methodology outlined in the LIBERTEC guidelines enhanced the quality of educational records at your school/service, your interaction with children in educational settings, and the overall education team performance?” the answers were



- Content sharing**

The tested content sharing programs were:

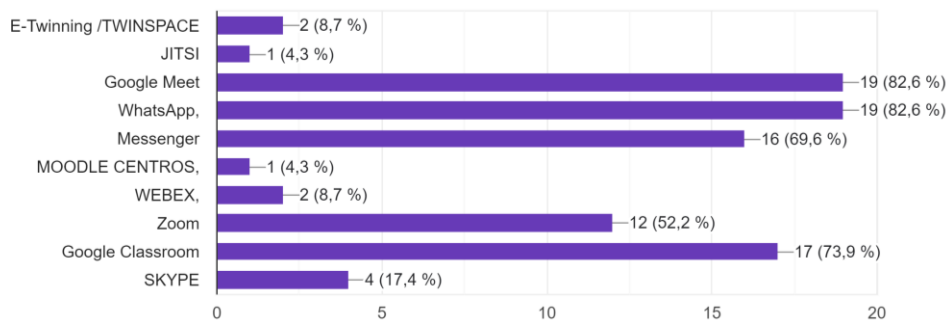
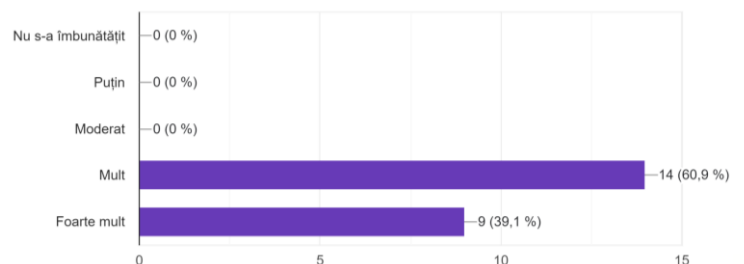
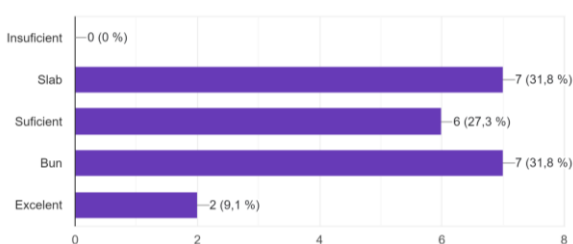


Fig.1

And the evolution was:





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Fig.2
BEFORE

Fig.3
AFTER

Figure 1 illustrates the digital competencies in content sharing of the participants tested before this phase, while Figure 2, at its conclusion, shows significant improvement in the results. The practice of content sharing improved in general with the use of the program between teachers and the rest of the educational team, as showed in Fig. 4.

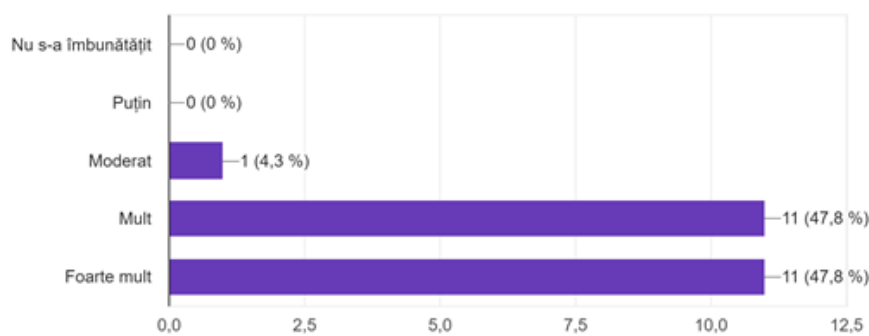
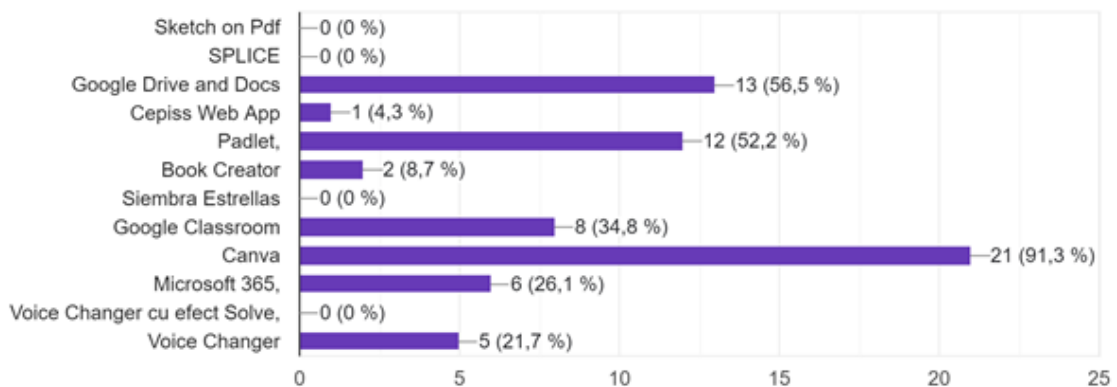


Fig. 4

- **Work activities**

The programs tested for managing work activities are illustrated in Fig.5.



And the evolution was:

Fig. 5



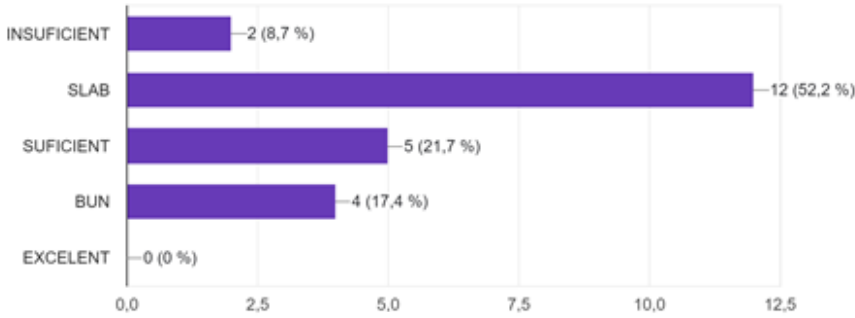


Fig. 6

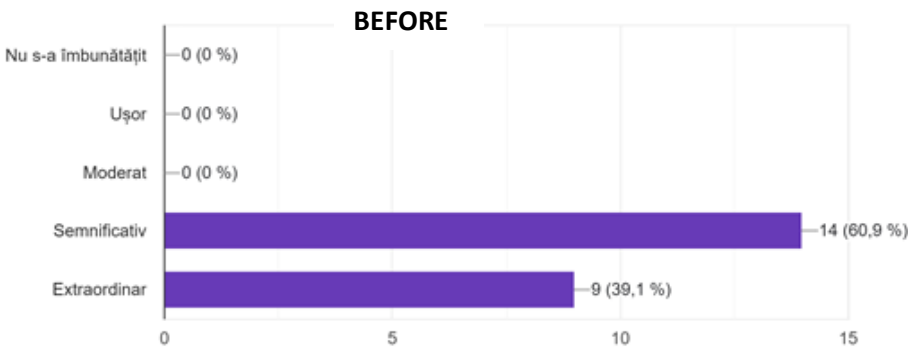


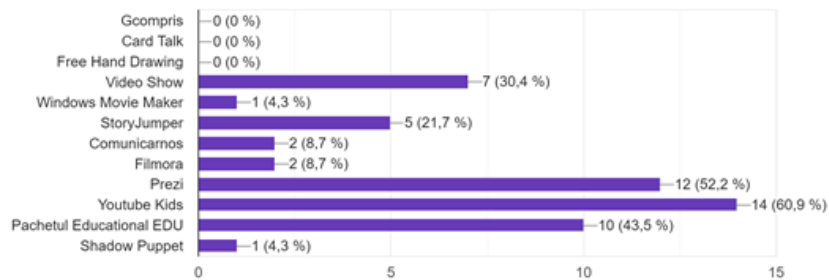
Fig.7

AFTER

If in Fig. 6, 0% of the participants rated their digital skills in work activities as excellent, after this phase, 39.1% perceived them as excellent (Fig.7).

• **Educational activities**

The programs tested for designing educational activities tailored to children were:



And the evolution was:

...

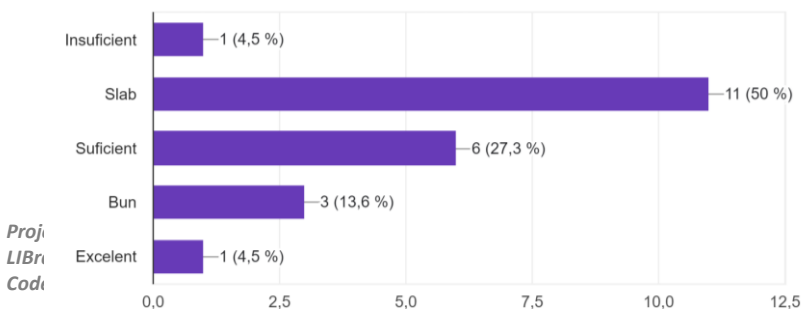




Fig.8

BEFORE

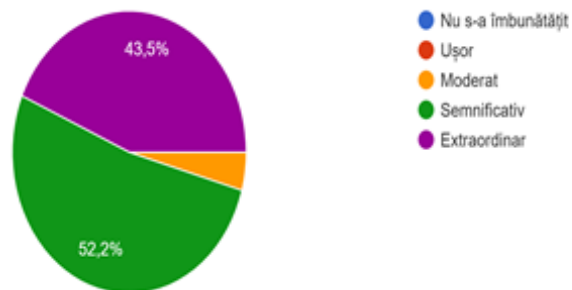


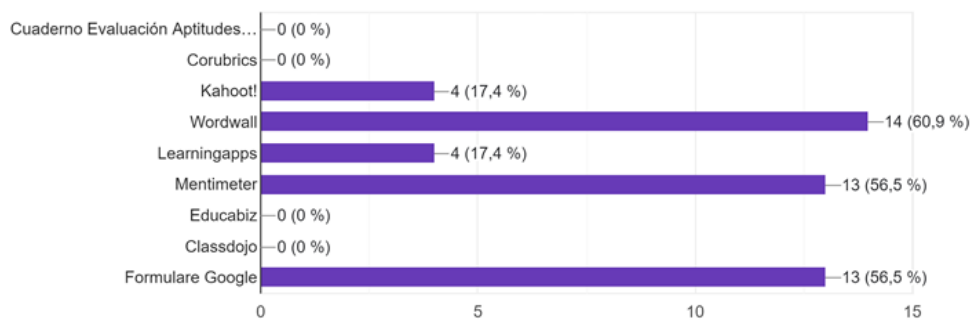
Fig.9

AFTER

And here, the improvements are evident, with many participants making significant progress, as visible in figures 8 and 9.

- **Assessment**

The program tested for evaluating work or educational activities were:



And the evolution was:

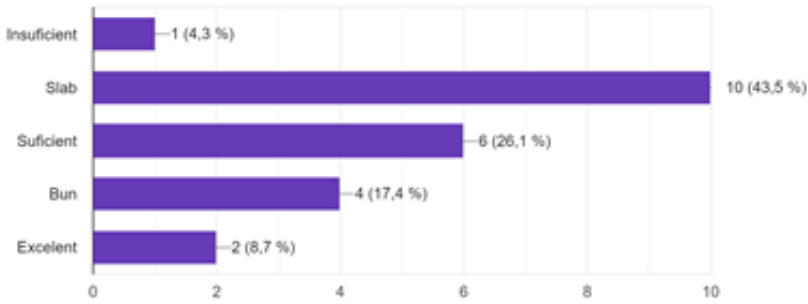


Fig. 10

BEFORE

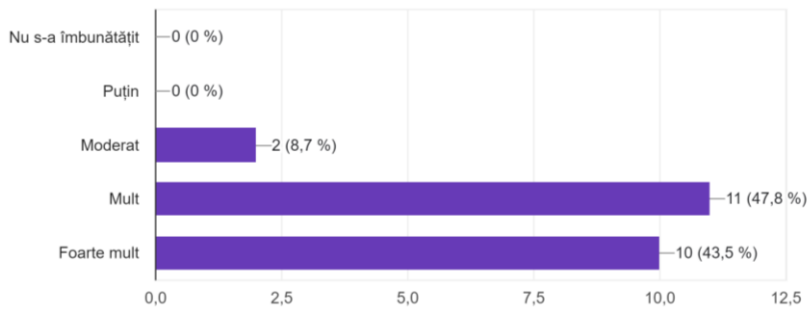


Fig. 11

AFTER

If at the beginning the digital competencies of the participants were predominantly weak (43.5% rating them as weak) (Fig. 10), after this phase, they improved (43.5% rating them as very good) (Fig.11).

