Pilot project
Digital Textbooks

Schools go green and digital and Erasmus+ supports teaching excellence!

Bonn, May 3-5, 2023
EBS CRISTELO
— Lower secondary (11-15)
— Secondary Education (16-18)

EB SOBROSA
— Basic School (6-10)
— Kindergarten (3-5)

EB DUAS IGREJAS
— Basic School (6-10)
— Kindergarten (3-5)
PILOT-PROJECT DIGITAL TEXTBOOKS
INITIATIVE OF THE PORTUGUESE GOVERNMENT
resulting from the Action Plan for Digital Transition

2020/2021
→ 9 schools, 48 classes, 213 teachers and 1050 students

2021/2022
→ 24 schools, 189 classes, 1034 teachers and 3753 students

2022/2023
→ 68 schools, 575 classes, 2254 teachers and 11 437 students
# AE CRISTELO

## TRANSITION PLAN FOR DIGITAL TEXTBOOKS

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tbody>
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Their existence on paper has always been considered an asset by teachers, students and parents, however, they are considered above all as "containers" of the knowledge, that needs to be mastered at any given moment, but today the path will be taken towards a curriculum more focused on the skills to be developed than the content itself.

Computer and digital media as a "powerful interactive tool"

the technological development allied to the research in the area of learning allows us today to conceive the computer and digital media as a "powerful interactive tool" for building environments that promote learning and not content teaching. 

Coutinho (2005)
DIGITAL TEXTBOOK

digital textbooks are more than just a copy of the books in digital format

They should...

offer interactive and dynamic learning experience
  → focused on learners' skills rather than on content

include multimedia resources that help engage students in the assessment process
  → such as gamification and immediate feedback

allow interaction between students and teachers
  → through discussion forums, chats and other collaborative tools

make updates more easily
  → which is especially important in constantly evolving areas such as science and technology.
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IMPLEMENTATION & MONITORING

The focus around the implementation and monitoring was organized around four categories: pedagogy, content, technologies and contexts, following the model of technology adoption in educational organizations, commonly referred to as TPACK (Koehler & Mishra, 2009)

<table>
<thead>
<tr>
<th>Pedagogy</th>
<th>Contents</th>
<th>Technology</th>
<th>Contexts</th>
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<tbody>
<tr>
<td>Pedagogical Strategies</td>
<td>Curriculum Management</td>
<td>Digital Skill</td>
<td>Stakeholders</td>
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<tr>
<td>• Use of active learning methodologies</td>
<td>• Innovation Plan</td>
<td>• Digital Capacitation</td>
<td>• Parents</td>
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<td>• Planning cooperative and collaborative activities</td>
<td>• Digital Educational Resources</td>
<td>• Digital Academy</td>
<td>• Municipality</td>
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<td>Assessment Practices</td>
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<td>• Workshops</td>
<td>Professional development</td>
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<td>• Formative Assessment</td>
<td>• Moodle AE Cristelo</td>
<td>• Network and Spaces</td>
<td>• Teacher training</td>
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<td>• Assessment methods and strategies</td>
<td>• Site AE Cristelo</td>
<td>• Wireless network reinforcement</td>
<td>Project leadership</td>
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<td>(<a href="https://pai.agcristelo.edu.pt/login/index.php">https://pai.agcristelo.edu.pt/login/index.php</a>)</td>
<td>• Microsite PPMD AE Cristelo</td>
<td>• Classroom modifications</td>
<td>• Communication Plan</td>
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<td>• Recursos Educativos Digitais Ministério da Educação-DGE</td>
<td>• Access at home</td>
<td>• Digital Team</td>
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<td>• Recursos Educativos Digitais</td>
<td>Equipment and Software</td>
<td>• Class teachers</td>
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<td>• Maintenance and replacement</td>
<td>Improvement actions</td>
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<td>• Textbooks publisher</td>
<td>• Digital Development Action Plan</td>
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<td>• Licensing</td>
<td>• Self-evaluation team</td>
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Educational advantages

- pedagogical practices, which aim at the development of essential competencies/skills
- access to multimedia contents, exercises with automatic correction...
- collaborative work
- diversity in learning paces / monitoring of the student's path
- feedback / formative assessment
- access to the publishers' platforms is generally seen as fairly easy

Benefits for the community

- specific training in digital schoolbooks
- access to equipment and internet connection
- reducing the weight of students' backpacks
- environmental sustainability
Critical issues

- technical failures with laptops
- internet connection problems at school
- still use of methodologies more associated with paper textbooks
- visual fatigue
Thank you

Obrigado