ICT IN CASTILLA LA MANCHA

STANDING LAW OF EDUCATION (LOE) – 2006

KEY COMPETENCES:
Essential learning at the end of the compulsory education.

Linguistic competence
Mathematical competence.
Knowledge about and interaction with the real world competence
Competence in processing information and use of ICT.
Competence in social skills and citizenship.
Cultural and artistic competence.
Learning to learn.
Autonomy and personal initiative.

Standing law of education (LOE) – 2006

Competence in processing information and use of ICT

This is the ability to search for, obtain, process and communicate information, and transform it into knowledge.

Standing law of education (LOE) – 2006

Processing information and use of ICT

The digital competence is not a skill in itself, but it also helps the other skills :

- ❑ Group work.
- ❑ Learning to learn.
- ❑ Creativity and innovation encouragement.
- ❑ Contribution to intercultural dialogue.
- ❑ Improvement of individual learning problems.

La Ley Orgánica de Educación (LOE) – 2006

Processing information and use of ICT

Integration of ICT in schools

- ❑Tools for administrative and tutorial management.
- ❑ ITC literacy.
- ❑ ITC application to the different subjects.
- ❑ Group cooperation tool.

La Ley Orgánica de Educación (LOE) – 2006

Development in Castilla-La Mancha

Processing information and use of ICT

Integration of ICT in schools

School 2.0. Project (2009-10)

SCHOOL 2.0

- The programme School 2.0 began in year 2009/2010 as a project of integration of ICT in schools supported with public funds and contemplated the use of a personal notebook by each student. This programme aims to provide access and connectivity to students sporadically and to make ICT a resource for all students on a daily basis.

School 2.0. Project (2009-10)

- **Digital classrooms**. Provide ICT resources to schools: Laptops for students and teachers and digital classrooms.
- **Guarantee** the internet connection inside the classroom to all computers and help the internet access at home.
- **Provide teachers' training** not only in technological aspects but also in methodological and social aspects in order to help them on the integration of ICT resources into their daily teaching practice.
- **Facilitate access to digital educational materials**.
- **Help the learners and families become responsible and confident users of ICT resources**.

School 2.0. Project Objectives:

1.Transformation into digital classrooms of all 5th and 6th year classrooms of primary schools and 1st and 2nd year classrooms of secondary schools. Compulsory on public schools.

2. Supply of computers to all students for personal use.

3. Development of teacher training.

4. Provide teachers with digital education resources.

School 2.0. Project Resources:

- ❑ Interactive whiteboard and projector.
- ❑ Laptop for teachers' use.
- ❑ WIFI.
- ❑ Cupboard to keep the laptops.
- ❑ Netbooks for students.

THE IMPLEMENTATION

- The implementation schedule began in 2009 with Primary students in Grade 5 and the expected outcome was to reach, year by year, Secondary students in Grade 2 in 2013.
- It was, therefore, a four-year programme aimed at students between 10 and 14.
- 'School 2.0' was based on the following areas of intervention:

  1. Providing ICT resources to schools, notebooks for students, laptops for teachers and effectively standardized digital classrooms.

2. Ensuring Internet connectivity and interconnectivity within the classroom for all the computers.
3. Promoting teacher training in both the technological, social and methodological aspects related to the integration of these resources in their daily teaching practice.
4. Generating and providing access to digital educational materials suitable to the curriculum needs, both for teachers and students and their families.
5. Involving students and their families in the custody and use of these resources.
6. Evaluating and monitoring the implementation.
7. Social networking and disseminating best practices.

- In schools, this plan involved the development of three concepts:

a) Digital Classrooms: with the consequent adjustment in the school organization of schools, their infrastructure and connectivity.

b) Virtual classrooms: as an extension of the space-time framework of classrooms including tutoring and virtual contacts with families thanks to the platform Papás 2.0 in Castilla La Mancha.

c) Pedagogical changes: in the teaching-learning process and in assessment

PROJECTS

- Delphos Project: administrative and academic school management program, still in use.
- Althia Project: during 2004/2005, these Althia classrooms were media and communication classrooms and, therefore, were equipped with computers and Internet access at each school.
- Comprehensive Connectivity Plan: a Wi-Fi network was provided to each school during the year 2004/2005, which multiplied the possibilities of integration of ICT in educational daily practice thanks to the simultaneous use of the Internet by different groups of students. o
- Papás Project: this programme started in 2004 and allowed families to have access to information such as their children's grades or truancy. It still in use in a 2.0 version.

ICT IN CASTILLA LA MANCHA.

- 99% of households have a computer
- 99% of households have internet access
- 85% use the internet to find information
- 60% use social networks

Schools are equipped with computers and internet access, which is mostly used for the tasks of teaching and learning

ICT IN CASTILLA LA MANCHA

Year 2011	Castilla-La Mancha		Spain	
	Absolute value	%	Absolute value	%
TOTAL HOUSING	662.102	100,0	15.494.265	100,0
Computer	330.389	49,9	7.576.696	48,9
Lap top	290.001	43,8	7.561.201	48,8
Other computers (PDA, Pocket PC.)	29.132	4,4	960.644	6,2
Housing with 2 or 3 kinds of computers	165.526	25,0	4.369.383	28,2
Households with broadband connection	380.942	99,1	9.591.296	98,9
Broadband ADSL	310.981	80,9	7.263.783	74,9
Broadband for cable network	40.747	10,6	1.532.280	15,8
Mobile Phones UMTS broadband, 3G, 3.5G	31.137	8,1	1.270.435	13,1
Other broadband (satellite, etc.).	37.287	9,7	834.026	8,6

INTERNET USE

Communication services and access to information				
Send or recieve and e-mail	799.375	85,6	20.435.727	88,1
Participate in social networks	469.726	50,3	12.131.538	52,3
Read or download news, newspapers or magazines on line	592.060	63,4	15.587.751	67,2
Find information on health issues	557.508	59,7	13.198.557	56,9
Find information about education, training or other courses	640.620	68,6	14.729.497	63,5
Finding information about goods and services	646.224	69,2	16.376.417	70,6
Download software (excluding games)	252.139	27,0	7.213.974	31,1
Services related to learning				
Do some online course on any subject	154.085	16,5	3.085.076	13,3
Check wikis (like Wikipedia) or online encyclopedias to gain insight on any topic	576.185	61,7	13.384.125	57,7

INFORMATION NET

Use of computers	Administrative tasks	Teaching tasks	Teaching or direct use of students	Múltiples tasks
PRIMARY EDUCATION PUBLIC SCHOOL				
Castilla-La Mancha	3,6	26,2	69,2	1,0
Spain	5,4	12,3	78,8	3,6
SECUNDARY EDUCATION SCHOOLS				
Castilla-La Mancha	6,0	17,8	73,0	3,3
Spain	4,8	16,3	74,5	4,4

Conections to internet in Schools	Internet connection	Kind of connection			
		Telephone line	ISDN	ADSL	Other connection
TOTAL					
Castilla-La Mancha	99,5	10,4	6,4	96,4	12,4
Spain	99,8	7,6	5,3	86,7	13,4
PUBLIC SCHOOLS					
Castilla-La Mancha	99,4	11,7	6,9	96,9	13,0
Spain	99,8	8,0	5,6	84,9	14,9
PRIMARY EDUCATION PUBLIC SCHOOLS					
Castilla-La Mancha	99,9	8,7	5,6	84,4	14,1
Spain	99,4	12,1	6,2	97,6	9,0
SECUNDARY EDUCATION PUBLIC SCHOOLS					
Castilla-La Mancha	99,5	10,2	8,8	94,9	25,5
Spain	99,5	6,2	5,6	86,2	17,0