Local Test Report Pinolivo Nursery School and UMA

Malaga, Spain - May 2024

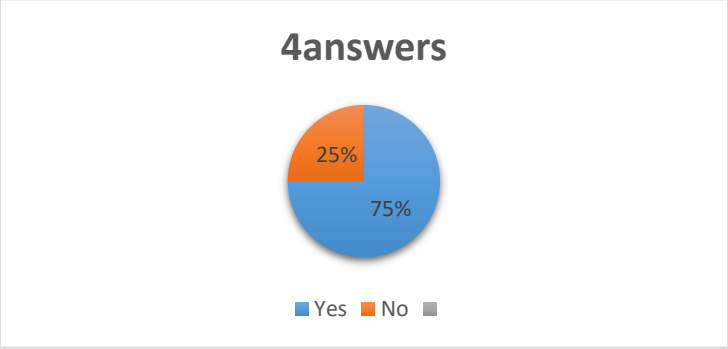
Structure of the application

A guide was tested using a questionnaire translated into the mother tongue to ensure comprehension. The questionnaire was digitised with Google Forms and distributed at the Pinolivo school, obtaining a 100% response rate. As for the profile of the participants, 75% are Early Childhood Education teachers and 25% are pedagogical coordinators, all of them university graduates in the subject.

Four classes representative of the educational cycle (3-6 years) were selected, including the class of the pedagogical coordinator. The majority of the participants (75%) create pedagogical documentation by educational levels and divide their responsibilities in the creation of pedagogical documentation into three categories. All participants rated the effectiveness of the pedagogical documentation positively.

100% of participants use both digital and paper formats for the creation of pedagogical documentation. The methodology for digitised pedagogical documentation provided by the LIBERTEC Guidelines was mostly implemented at various educational levels (75%). Furthermore, 75% indicated that their school did not have a comprehensive digital pedagogical documentation system (Figure 1).

Figure 1. Does your school/service already have a digital pedagogical documentation system in place that keeps track of all the key aspects related to the educational (and management) work carried out by teachers, educators, and pedagogical coordinators?



Proven content and approach

In the Pinolivo second cycle nursery school (3-6 years), Google Classroom (50%), WhatsApp (25%), and Moodle (25%) are mainly used to share content due to their effectiveness in communication and organisation. These tools allow group and individual messages to be sent and content to be organised by themes and subjects, facilitating access to educational resources for parents, teachers, and students.

For the management of digital resources, Google Drive, Docs, and Canva are used. Google Drive and Docs allow easy storage and sharing of documents, promoting collaboration among the educational community. Canva offers creative tools to design visually appealing teaching materials.

Four programmes have been tested for designing educational activities: Windows Movie Maker, Story Jumper, Comunicarnos, and Prezi. Windows Movie Maker facilitates the adaptation of stories and projects, Story Jumper is ideal for visual storytelling, Comunicarnos helps develop oral language skills, and Prezi allows the creation of interactive activities (Figure 2).

Figure 2. Teacher testing Story Jumper

Finally, Kahoot! and Google Forms are used to evaluate activities. Kahoot! creates interactive quizzes that motivate children through games, while Google Forms allows the design of customised questionnaires and rubrics to efficiently collect and analyse data.

Results obtained and teachers' comments

High marks were given to improving the current system, highlighting the importance of establishing requirements for access to documentation, harmonising paper and digital documentation, and ensuring security and privacy measures. In terms of proficiency in the use of programmes such as Google Classroom and Moodle, most participants reported moderate improvements in their competence and in the practice of sharing content.

For digital asset management programmes such as Google Drive and Canva, half of the participants reported sufficient competence with moderate progress in their use. In programmes for designing educational activities, a lower level of competence was observed, although a significant improvement in graphic design and communication was noted.
In the self-assessment, 75% gave the highest score to improving their knowledge of digital resources useful for sharing content and managing activities. Overall, the implementation of digital resources has improved internal and external communication, planning, and evaluation of educational and work activities.

Figure 3. 4-year-old pupil using a programme

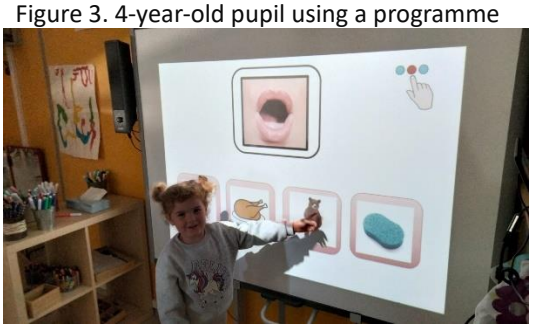
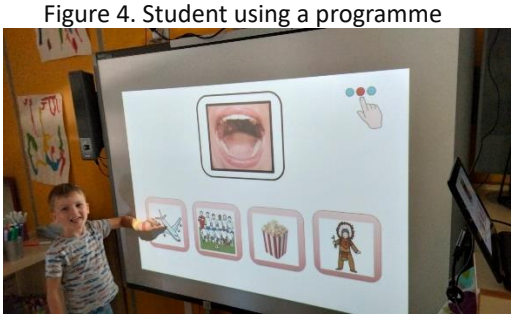


Figure 4. Student using a programme



In summary, the use of digital tools has had a positive impact on educational work, improving the quality of work and the performance of the teaching team. It is important to continue to promote their use and provide ongoing training to maximise these benefits and foster an enriching learning environment