



EUROPEAN EDUCATIONAL RESEARCH ASSOCIATION

Digital Citizenship And The Use Of Mobile Devices In Educational Institutions

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Contribution

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Training in digital competence is one of the concerns in the educational sphere and, either at European, state and regional levels, policies have been developed for promote the responsible use of technologies in digital citizenship and, in particular, with minors and adolescents who live in a digital society. From Europe 2020 Strategy (European Commission, 2010), as well as the strategic framework: Education and Training 2020 (European Commission, 2009), it has been proposed a set of priorities that will be translated into national objectives for all member countries of the European Union, as a purpose for the year 2020. In this sense, following the European directives, in the Spanish context has been developed a roadmap in the field of Information and Communication Technologies (ICT) where it is expressed the need to include training proposals which allow the digital literacy of the students.

The non-responsible use of technologies encourages the development of negative behaviors and this fact creates obstacles in school coexistence. That is why the terms digital citizenship and digital competence present a close link in current educational policies for the creation of healthy habits that allow the promotion of equity, social cohesion and active citizenship (European Commission, 2009). In this way, following the purposes established by the Spanish Organic Law for the Improvement of Educational Quality (LOMCE, 2013), it is posed the need for include training through the Strategic Plan for School Coexistence (MECD, 2016) on citizenship, security and coexistence directed at educational community.

Despite the educational measures proposed by the different public spaces of the administration, the number of students suffering the consequences of misuse of technologies continues to grow (Garmendia, Jiménez, Casado, & Mascheroni, 2016; World Economic Forum, 2017). This non-responsible use generate many risks such as cyberbullying, addiction to technology, sexting, identity theft, grooming, phishing, piracy ... which, in some cases, end in suicide. In this way, we consider the need to deepen on the subject and know the educational reality on the use of technology in relation to risks and consequences. Due to all the above, our work's aim is to analyze the habits of use of technologies by students of Compulsory Secondary Education (ESO) and university, in addition to know what is their opinion in relation to the use of mobile devices in the teaching process and learning in educational centers.

Method

This text is part of the thesis project entitled 'Models of "responsible use" of ubiquitous technologies in schools of Compulsory Secondary Education (ESO). A proposal for pedagogical action for Guidance Departments'. In this research, our main objectives are (1) to identify and classify the social practices of using the most advanced technologies among ESO students in the Valencian Community and (2) to analyze the different training components on the uses of the technologies in the secondary schools.

The methodology used is mixed and, in this way, allows us to contrast the information by triangulating data using different research techniques, both qualitative and quantitative. First, we use the meta-analysis to review the studies, projects and reports related to the central theme of our work. Second, we develop a case study of a selection of centers in the Valencian Community using the documentary review, the semi-structured interview and the systematized observation and, finally, the application of a self-made questionnaire to inquire about the opinions and demands of the students of non-university and university levels around some key aspects such as the access and uses of mobile devices among students, as well as the evaluation of training initiatives aimed at the use of mobile devices in educational institutions.

Regarding the questionnaire, it is an evaluation instrument adapted to the Portuguese and Spanish context. It is composed of 29 items, combining open and closed questions, and has been validated by expert researchers in the subject of both countries.

To prove its reliability, below we present some of the results obtained after the application of the questionnaire in a sample of university students of the degree in pedagogy.

Expected Outcomes

In general, the results show the lack of a defined training model for the proper use of mobile devices. Although students claim that it is a worrying topic and, therefore, they underline the need to select or design educational content on the subject matter. However, although most students value educational initiatives positively, many of them consider that the use of mobile devices in schools and, in particular, in the classroom hinders the educational practice, making an access barrier to knowledge. In this way, they consider that the use of mobile devices in the educational context would suppose a greater distraction from the tasks of the curriculum and, at the same time, it would strengthen the dependence of these devices on minors and adolescents.

On the other hand, there is a lack of knowledge about educational policies and projects designed to promote digital competence and prevent the aforementioned risks. For this reason, this research will offer the educational community the necessary information to publicize the available services of public administration and work together towards an educational proposal that meets the needs of citizens.

As a conclusion, from the previous results we can infer that, taking into account the tasks of teachers in educational centers, it is necessary to implement a training model that facilitates the development of both their own digital competences and teaching the digital competence of its students. In this sense and as a final proposal, we propose the creation of new participation spaces where we can establish links between the different areas of action at university and non-university levels.

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This proposal is part of a master or doctoral thesis.

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