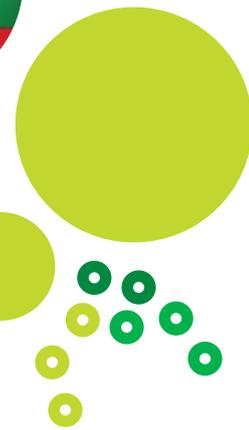# Living Schools Lab

Observation Case Studies

Lithuania

Introduction

With the participation of 15 partners, the two-year Living Schools Lab project promoted a whole school approach to ICT use, scaling up best practices in the use of ICT between schools with varying levels of technological proficiency. Visits to the project's Advanced Schools in 12 countries were carried out to observe school's best practices leading to a report and recommendations on developing and mainstreaming of whole school approaches to ICT.

In addition to this, twelve case studies present the evidence gathered as part of the school observation visits to two Advanced Schools in each of the 12 countries: Austria, Belgium, Cyprus, Czech Republic, Finland, France, Ireland, Italy, Lithuania, Norway, Portugal, and the United Kingdom. Alongside the case studies, each Link Observation Visit was detailed in a blog post, along with useful links and practical ideas to try in the classroom: **http://lsl.eun.org/ observation-visits**.

A framework of eight main questions was used to develop the case studies:

1. What types of technologies and resources are available in the Advanced Schools?

2. Are there recent national initiatives that have had an impact upon whole school development of ICT?

3. Who leads the decisions about the development of ICT?

4. What types of training and professional development are available to teachers?

5. How is ICT being used in different subjects?

6. What kinds of research and development are the teachers engaged with?

7. Are the Advanced Schools engaged in any partnerships or networks?

8. Are there particular areas that could be mainstreamed or replicated?

All case studies contain information that has been reviewed by National Co-ordinators. The studies outline evidence gathered as part of the Link Observation Visits and throughout the Living Schools Lab project. Further information is available on each school website about the individual school, although this may be in the home language.

All of the school visits were undertaken by Diana Bannister MBE, University of Wolverhampton. These case studies should be read in conjunction with the project's Link Observation Visits final report available at **http://fcl.eun.org/lsl**.

Observation Case Studies:
Lithuania

Kauno Varpelio Primary School | Lithuania

Number of students	393
Age group of students	6–11 years
School website	http://www.varpeliom.kaunas.lm.lt/home–naujienos.html
Name of principal	Daina Gitana Paražinskienė
LSL project Lead Teacher	Aurika Jolanta Jonauskiene

Klaipedos Simono Dacho Progymnasium | Lithuania

Number of students	1000
Age group of students	7–15 years
School website	http://www.sdachas.lm.lt
Name of principal	Elena Blaziene
LSL project Lead Teacher	Virginija Bireniene
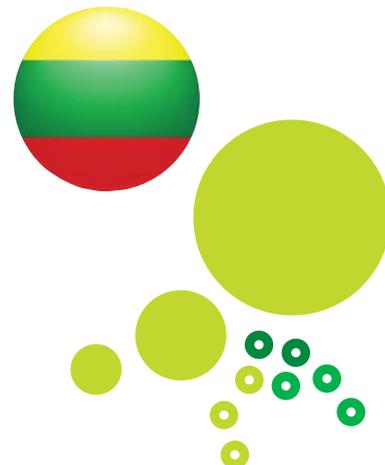
1. What types of technologies and resources are available in the Advanced Schools?

In the primary school in Lithuania, all classrooms are equipped with a PC and projector. Three classrooms have interactive whiteboards. There is a computer lab with 16 PCs and throughout the school there are approximately 41 computers with Internet access. The use of the lab is timetabled for the teachers. The school also uses the behaviour management and cumulative grade system ClassDojo.[1]

In the secondary school, there is some wireless access to the Internet, and most of the classrooms have an Internet connection. Students are able to use computers and the Internet in the library of the school. There is a quiet space for teachers equipped with 15 computer work stations. All school classrooms have Internet connection and are equipped with computers. There are 19 interactive whiteboards (IWBs) in classrooms. Some teachers create their own interactive presentations.

The secondary school has its own ICT usage strategy, the main aspect of which is a wide and diverse application of ICT, its integration into a variety of subjects and non-formal education as well as support of different projects and ICT training.

There is a national ICT platform for schools called TAMO,[2] where teachers can register their classes and student achievement. Parents have access to the information to check on their child's progress. The teacher can put information here about the subject content and give details about assignments.

2. Are there national initiatives that have had an impact upon whole school development of ICT?

In Lithuania, direction has come from the Ministry of Education to implement computer classroom/computer labs in school since 2001. ICT is not mandatory, but expectations are set with proposals and suggestions. At the secondary level, these have been used to teach ICT as a subject, but the use of ICT has grown across all subjects. However, access to technology is dependent upon the headteacher in school and the lead teacher emphasises that the picture is not consistent across all schools. In the primary school, it was the involvement in a national project that led to the school understanding how to create an ICT strategy ("Ugdymo plėtotės centras").

The European Regional Development Fund and the European Social Fund have provided money for a substantial amount of projects. For example, at present there is a plan to develop a virtual networks project.

ICT leaders have completed a questionnaire to outline what schools want to achieve by 2020. There has been discussion of a national programme to look at giving iPads to 12 year old students.

A number of scenarios have also been developed through the iTEC project; these will be tested and implemented further.

1 **www.classdojo.com**
2 **www.tamo.lt**

3. Who leads the decisions about the development of ICT?

The school receive advice and guidance about ICT from the Ministry for Education. There is a centre where ICT projects are co-ordinated.

In the secondary school, the ICT is led by the Physics teacher. The school engages with European projects to gain access to professional practice and to support whole school development. In the primary school, the headteacher, deputy headteacher and the English teacher have led a group of staff who are keen to demonstrate the use of ICT across the curriculum.

Both the Advanced Primary school and the secondary school believe that it is essential to collaborate with other schools to discover how to improve and develop practice. They have identified enthusiasts who are proficient with English and ICT to enable them to participate in European projects as they see this as a mechanism to further their own knowledge and to continue to innovate in school.

4. What types of training and professional development are available to teachers?

There are regional professional development centres – local satellites of the Ministry of Education. Klaipeda professional development centre (PSKC) manages the training schedule in its region. These provide subject networks and seminars in the pedagogical issues. These are mostly free for teachers to attend (the schools pay for 5 training days every year for every teacher), and teachers are able to collect experience hours (30 hours every year) which support their career advancement.

Both Advanced Schools allow teachers to develop their digital competence; they can participate in various seminars and courses. The schools have provided training for all staff, for example on how to use the interactive whiteboard. Staff are encouraged to promote their work at conferences and seminars. The secondary school has a workgroup which, using different surveys, evaluates the strengths and weaknesses of the

school work. The school also has a database to record all the courses that have been completed.

It is a formal requirement for teachers in Lithuania to achieve their digital competence certificate; this is a mandatory course for those seeking certification. A teacher has to renew his or her teaching qualification every five years, and this includes digital competence. This is completed at the professional training agency. These courses are not financed.

One of the biggest barriers for teachers in Lithuania trying to access training is language. This can prevent teachers participating in European projects, but at a national level it can mean that they are unable to access examples of resources or translate relevant materials.

Teachers in Lithuania are highly motivated to complete training because it can lead to career progression and additional salary incentives.

1 https://www.gov.uk/teaching-schools-a-guide-for-potential-applicants
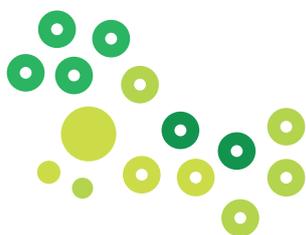
5. How is ICT being used in different subjects?

In the primary school, an ICT syllabus has been written since 2004 and it has been implemented by teachers in the school's computer lab. Teachers have decided the content for each year group.

The teachers use the following applications: email, video presentations on YouTube channel, multimedia on CD/DVD, digital photography, TAMO register, personal digital workspaces for communication with students' parents, Microsoft Office productivity suite, Microsoft Research Auto Collage, Photo Story, Notebook Software, SMART Board, Eclipse Crossword, and Google Earth.

The following programmes are examples of those used by teachers with students: Mano darbeliai (My handicraft), Mažasis Mocartas (Little Mozart), Vaikų žaidimai (Kids' games), Užburtas miškas (Enchanted forest), and Web portal: www.pradinukas.lt

In the secondary school, the students are taught to use second-generation Web-technologies, such as Prezi,[3] GlogsterEdu,[4] ThingLink,[5] SlideRocket.[6]

In the module "Physics and Technologies" using tools such as GoAnimate,[7] Clipgenerator,[8] Blabberize[9] students create animation and video clips for physics lessons.

6. What kinds of research and development are the teachers engaged with?

There is research into the use of ICT led by the Ministry of Education and teachers are encouraged to be involved in European and International projects and attend conferences or seminars.

In Lithuania, the leading teacher highlighted involvement in iTEC because teachers can engage with research and practice from across different countries. Teachers of the school have also participated in research on effective ICT use in other projects such as INSPIRE. The primary school leads research into the development of Gifted and Talented Students.

Schools in Lithuania are also involved in an e-portfolio project called EuFolio with partners from Austria, Cyprus, Ireland, Bulgaria, Slovenia and Spain.

3 **www.prezi.com**
4 **http://edu.glogster.com**
5 **www.thinglink.com**
6 **www.sliderocket.com**
7 **http://goanimate.com**
8 **www.clipgenerator.com**
9 **http://blabberize.com**
10 **http://eufolio.eu**

7. Are the Advanced Schools engaged in any partnerships or networks?

The secondary Advanced School participates in several projects funded by the European Commission including:

- eTwinning – 7 projects have been accomplished; two of them won awards for the best eTwinning school.

- INSPIRE – 5 STEM teachers have been involved in this project; 60 digital learning objects from INSPIRE resources have been tested and used in lessons.

- eQNet – approximately 100 digital Learning Objects have been selected and placed on the website Clascement; 600 Physics Learning Objects have been described, a book has been published, several articles have been published and presented in conferences.

- Creative Classroom Lab (CCL) – one learning story has been created and implemented using iPads.

The Advanced Primary School has earned a reputation at a national level for supporting gifted and talented students. This has led to the development of a growing network of schools identifying students and creating appropriate resources.

The academy "Whizz Kids" was founded for Gifted and Talented children which brings together 110-120 children in the school and other schools of the Republic. These children often have to perform the tasks associated with the use of ICT. The best works of children have been posted on the site.[11]

8. Are there particular areas that could be mainstreamed or replicated?

- Use technology resources to support Gifted and Talented Students

- A behaviour management system has been introduced to recognise student achievement

- Use of multiple devices to allow student response and interaction

- Use of Web-based applications to enable students to create learning games

- Use of Internet for research based activities within lesson time

11 http://smalsutis.eu/

Observation Case Studies

http://fcl.eun.org/lsl

f futureclassroomlab You Tube europeanschoolnet t #FCL_eu