



Project Report Erasmus+ Mobility

Voitsberg - Austria – Velletri - Italy

16.4.23-22.4.23

BHAK Voitsberg – IISS Cesare Battisti

Digitalization in Education -

Limits and Opportunities

The Erasmus+ Mobility started in Voitsberg in front of the school at midnight. Then we continued via Vienna and arrived in Rome. After checking into the hotel rooms, we took the Metro B to the Colosseum. There, the students had the opportunity to explore the Colosseum, the Roman Forum, and the Arch of Constantine 'digitally and analogously'. In the 'analog' part, the students were given historically relevant data and facts through a short lecture. The digital part was conducted in small groups by the students themselves. Using the Googlapp Jamboard, the visit to the above-mentioned sights was digitally documented. Photos were uploaded, and with the help of a freely accessible AI, texts, comments, and titles were written, generated, translated, shortened, and checked, to name just a few possibilities of this revolutionary technology. Some of the students also speak several languages and have incorporated their first or second mother tongue. However, most of the Jamboards were written in English.



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The next day, we were greeted at the train station in Velletri by our Italian partners and then went to the school. This was followed by a tour of the IISS Cesare Battisti - Velletri. Our partner school has two locations, and we were allowed to work at the via dei Lauri location, where we could use the multimedia room of our partner school. This was followed by an intensive introduction to the field of digitalization. After some icebreaker activities, the students were introduced to the following areas: Digital Literacy and Digital Citizenship, using quizzes and interactive worksheets. The Italian and Austrian students formed binational groups and worked together on the above-mentioned areas. This was followed by a shared meal in Velletri. One example of an activity was the creation of a one- or two-language quiz on the topic of "Digital Citizenship". The free web tool <https://www.quiz-maker.com/> was used for this. The advantage of this web application is that no cumbersome or time-consuming registration is required, and you can choose between different quiz formats. Some groups, such as Amelie, Viktoria, and Bruno, chose a True/False format: <https://take.quiz-maker.com/QYK5L28DD>.





Afterwards, we met our Italian partners directly at the school and had the opportunity to use the modern multimedia room again. We briefly repeated the most important results and content using online quizzes, some of which the students had created the day before. The focus this time was on the topic of digital footprint and the associated sources of danger/opportunities.

First, there was a brief input, and then the students worked on and discussed the topic in binational groups. For example, an activity was carried out using the website Face Check. ‘Verify if Someone is Real, Upload a face of a person of interest and discover their social media profiles, appearances in blogs, video, and news websites.’

The intention of the website is positive, but it can also be used to the disadvantage of a person. And it only takes one photo to scrutinize someone online, for example, future job applications could be negatively or positively affected. The students used this website



themselves and uploaded photos of celebrities, getting lots of information in seconds. Of course, this also works with regular people, and this fact is very worrying for most students according to a survey conducted. The possibilities and limitations were then discussed in conclusion.

Afterwards, we were able to have lunch together in a typical guesthouse in Velletri. The students were able to try typical Roman specialties either analog or "in real life". The local specialty fried artichokes aka "fried flowers" were met with skepticism, but Spaghetti alla Carbonara or Cacio e Pepe convinced the Austrians and were highly praised.

There was also a city tour of Velletri on the program. The Italian students showed their Austrian partners the most important sights of Velletri and began to "digitize" the city of Velletri with the support of their Italian hosts. The students were out and about with their phones and tablets and, in addition to some more theoretical activities, had the opportunity to work practically in digital binational groups. The free program Jamboard was used again to digitize Velletri and also the capital of Italy.





The students designed their Jamboard in groups using various freely available digital tools. For example, photos were edited, text fields were created and formatted, and filled, corrected, translated, and edited with the help of AI. The working title of our project is "Education and



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Digitization - Limits and Opportunities". To show these limits, in addition to the intensive digital work on the Jamboard, the students also wrote a classic, i.e. analog descriptive text / free travel report and compared it with their electronic Jamboard to personally explore the limits and possibilities of digitization. The Italian and Austrian students partly live more in the digital world (through Apps like Instagram or Snapchat) than in the analog/material world, and the boundaries are increasingly blurred. The activities carried out are intended to connect the two "worlds" on the one hand, but also to highlight the boundaries. For example, the Jamboard is intended as a hybrid form, i.e. the design is up to the students, but they are also supported by an AI, so can we still speak of a single authorship of the respective students when compared to the handwritten travel reports. According to a survey, most students were unsure and could not give a clear answer. These complex questions should be brought closer to the young people with the help of the project activities mentioned above. Most of these questions could only be touched upon and should encourage students to think and reflect. The final presentations of the binational groups touched on another digital area that was very important for the students during the pandemic and has not lost any of its relevance, namely the tension between analog learning vs digital learning. A Mentimeter survey was conducted before the group work/discussion. The result was relatively balanced; the Italian and Austrian partners learned almost equally online and offline. In the final presentations, some reasons for preferences were given.

For example, those who prefer offline learning like real books because they are perceived as "natural" and, according to some students, increase their ability to remember. A main argument why students prefer to learn on their tablet, i.e. digitally, is that they can access everything and theoretically learn/read anywhere and anytime.



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After the presentations, our certificates were presented to us in a solemn ceremony in the Erasmus+ auditorium, and small gifts were exchanged (little attentions that we designed with our 3D printers in Voitsberg and printed for our Italian Erasmus+ partners, such as Easter bunnies, maps of Austria, and the Graz clock tower). Unfortunately, we then had to say goodbye, but we hope to establish a lasting Erasmus+ partnership between HAK Voitsberg and IISS Cesare Battisti in Velletri. The binational groups have grown together at the end of the project and will mainly stay in touch digitally through social media, and some friendships have been formed.





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