



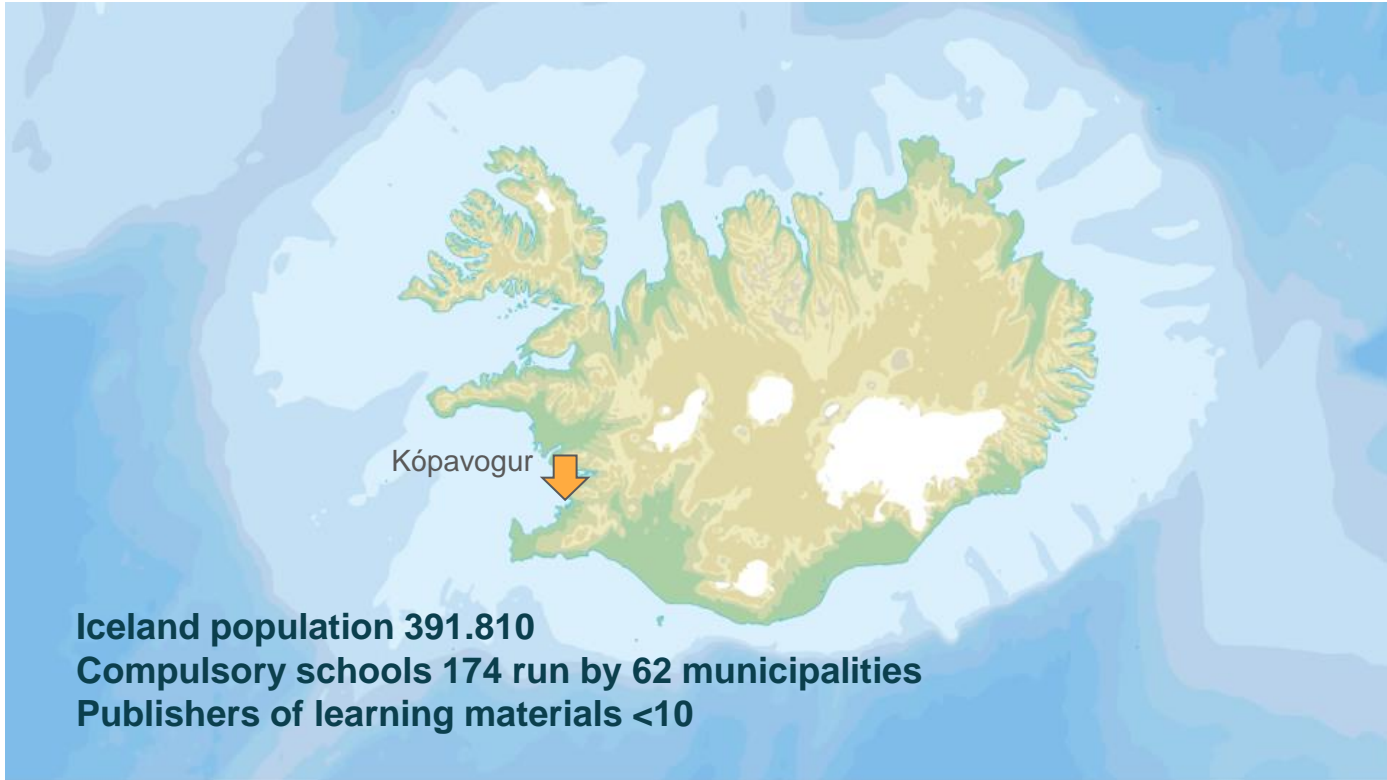
# Digital citizenship in Education

- implementing through Institutional Cooperation -



*Bergþóra Þórhallsdóttir*, IT project manager, municipality of Kópavogsbær, Iceland

# Lessons from a small country





# Introduction

Bergþóra Þórhallsdóttir “Begga”

Teacher 1986

Assistant principal / principal 1994

Director of the Lifelong Learning Center

IT leader

Management of educational institutions

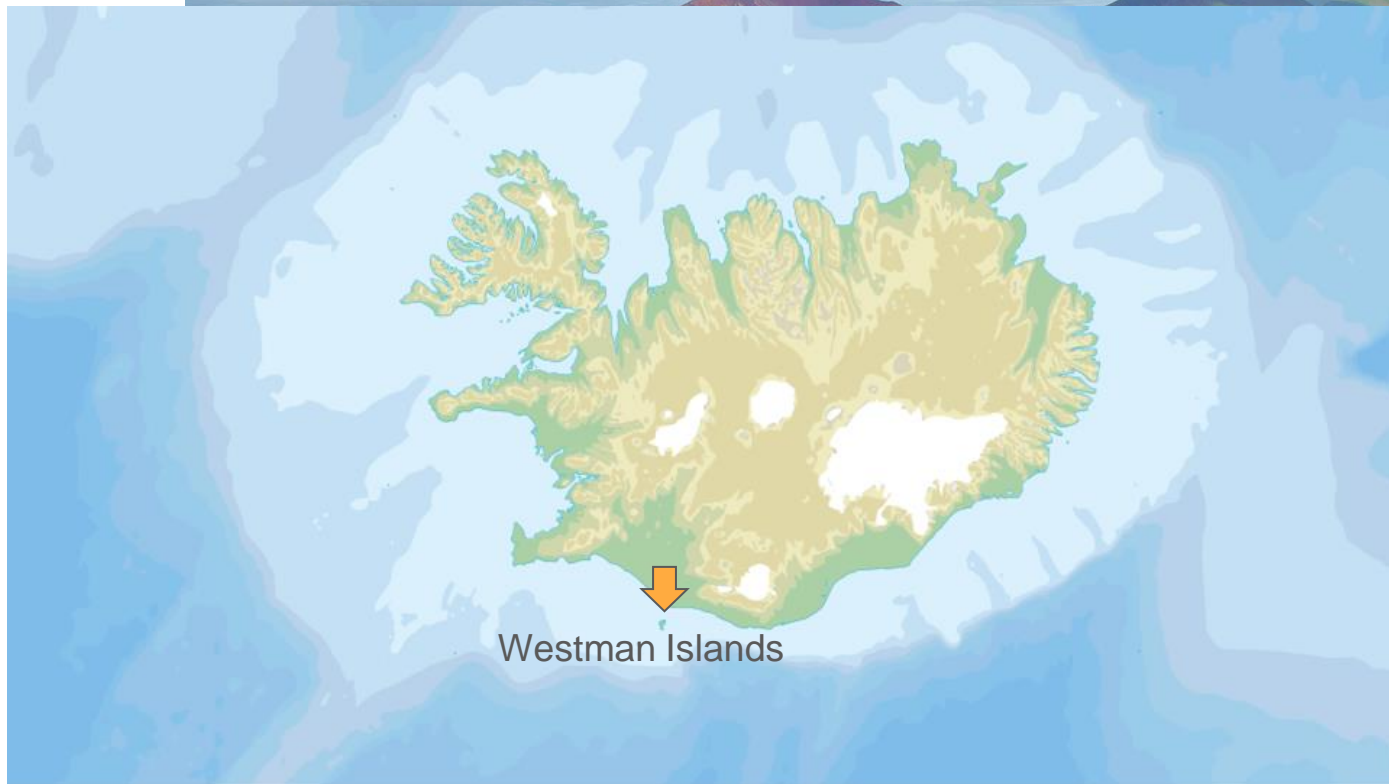
Public administration - digital administration

Project manager - Kópavogur

Daughter - Wife - Mother - Grandmother



## Westman Islands







# iPad for all students

1:1 iPad for all student since 2023

2015 - 2020 in 5th. - 10th. grade

2021 - 2023 in 1st - 4th grade



# Emphasis on the use of tablets in school activities

## Work methods and socializing

Purposefully taught

## Training exercises

Training in selected  
skills according to  
curriculum.

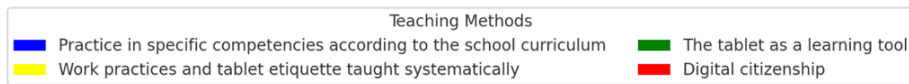
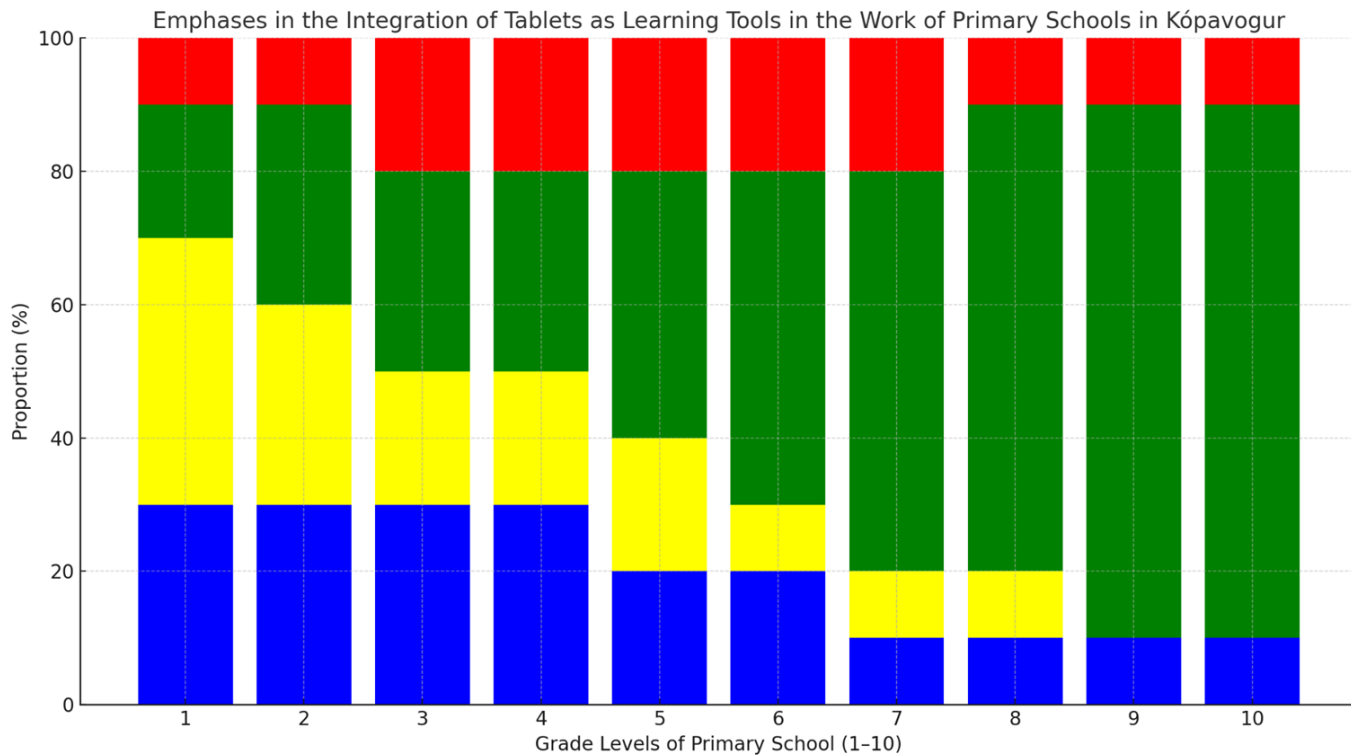
## Tablet as a learning tool

Students solve tasks  
voluntarily or according to  
instructions/guidelines.

## Digital citizenship

Reference curriculum to  
support. Online learning  
materials.







# Learning materials in icelandic?

**Center for Education and School  
Services**



**SAFT – Icelandic Safer Internet  
Center**



**“It was not a choice to wait  
- rather a task to be carried out”**

2015



2015



**S A F T**  
SAMFÉLAG, FJÓLSKYLDA OG TÆKNI

**m**  
MENNTAMÁLASTOFNUN

 **UNIVERSITY  
OF ICELAND**

2015

2020



**S A F T**

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**UNIVERSITY  
OF ICELAND**

2020

2015



common  
sense



**S A F T**

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2020

2015



common  
sense



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2015

2020

2022 - 2023



✓ common sense



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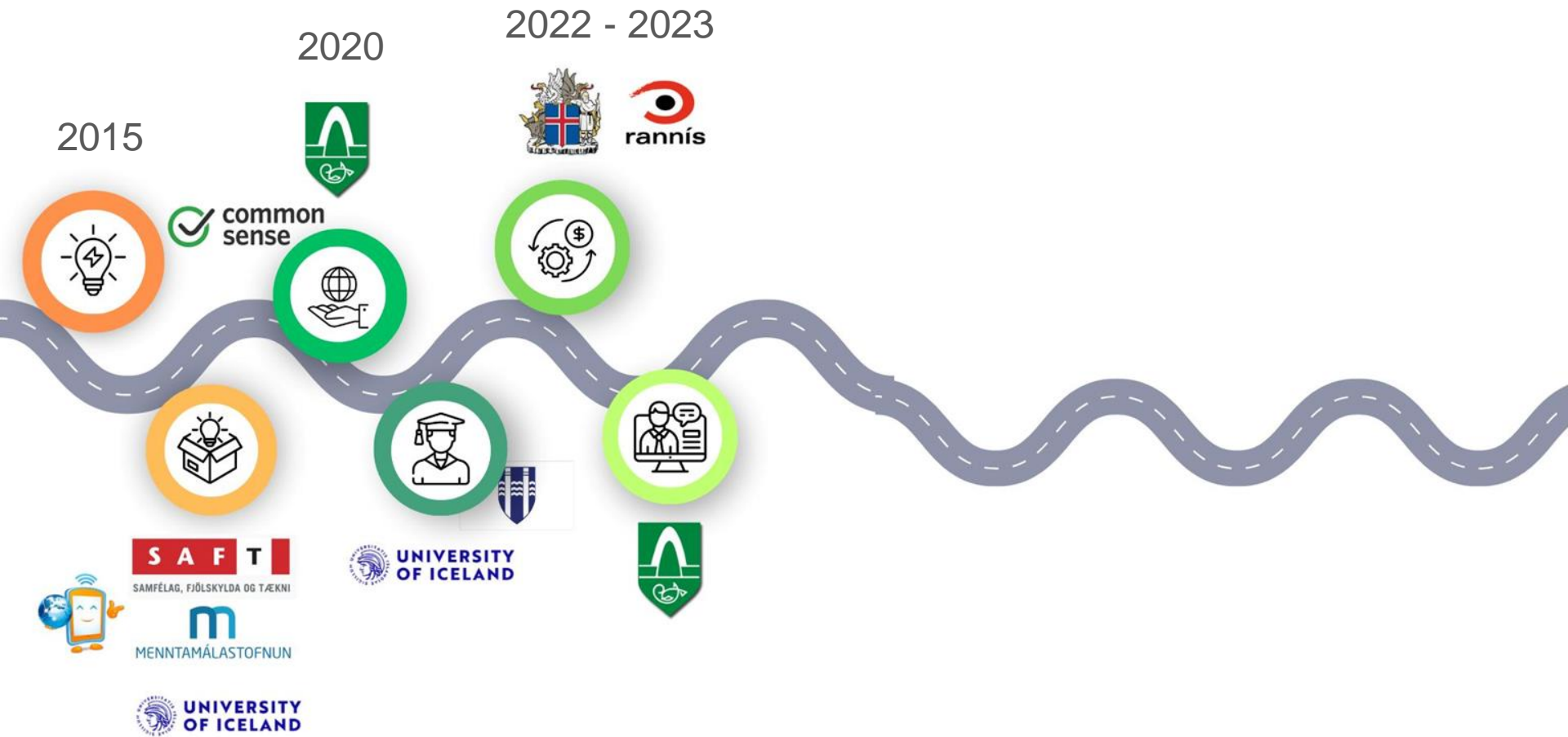
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2015

2020

2022 - 2023



2015

2020

2022 - 2023

2024



✓ common sense



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**rannís**



2015

2020

2022 - 2023

2024

✓ common sense

rannís

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2015

2020

2022 - 2023

2024



✓ common sense



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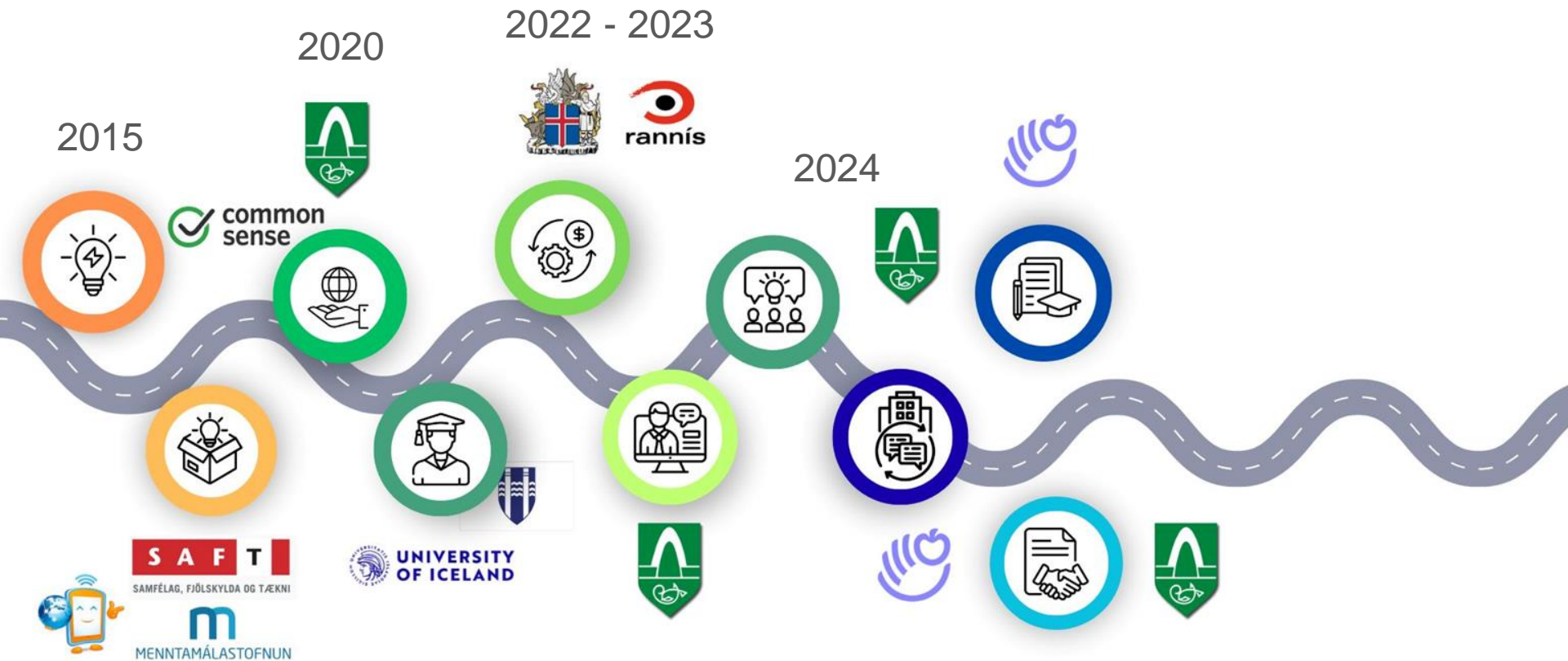
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2015

2020

2022 - 2023

2024



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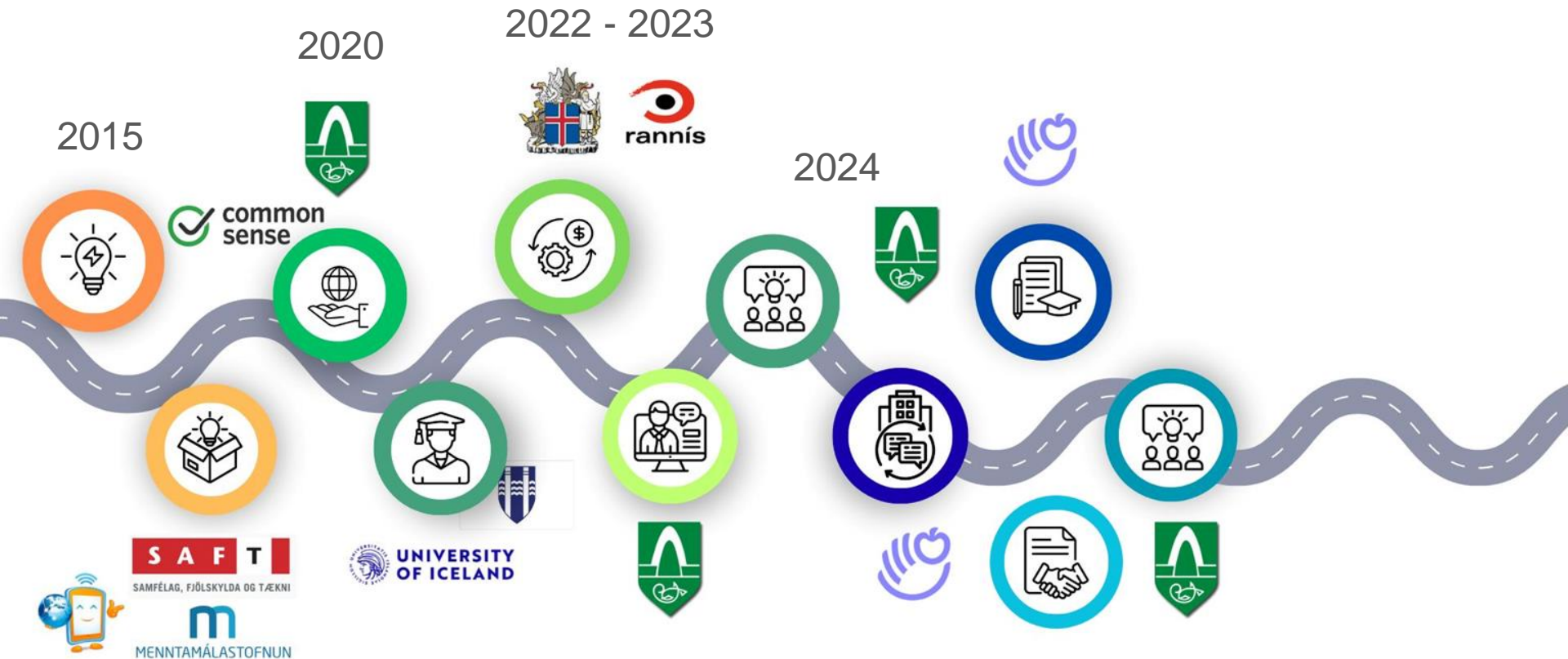


2015

2020

2022 - 2023

2024



✓ common sense

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2015

2020

2022 - 2023

2024

2025

✓ common  
sense

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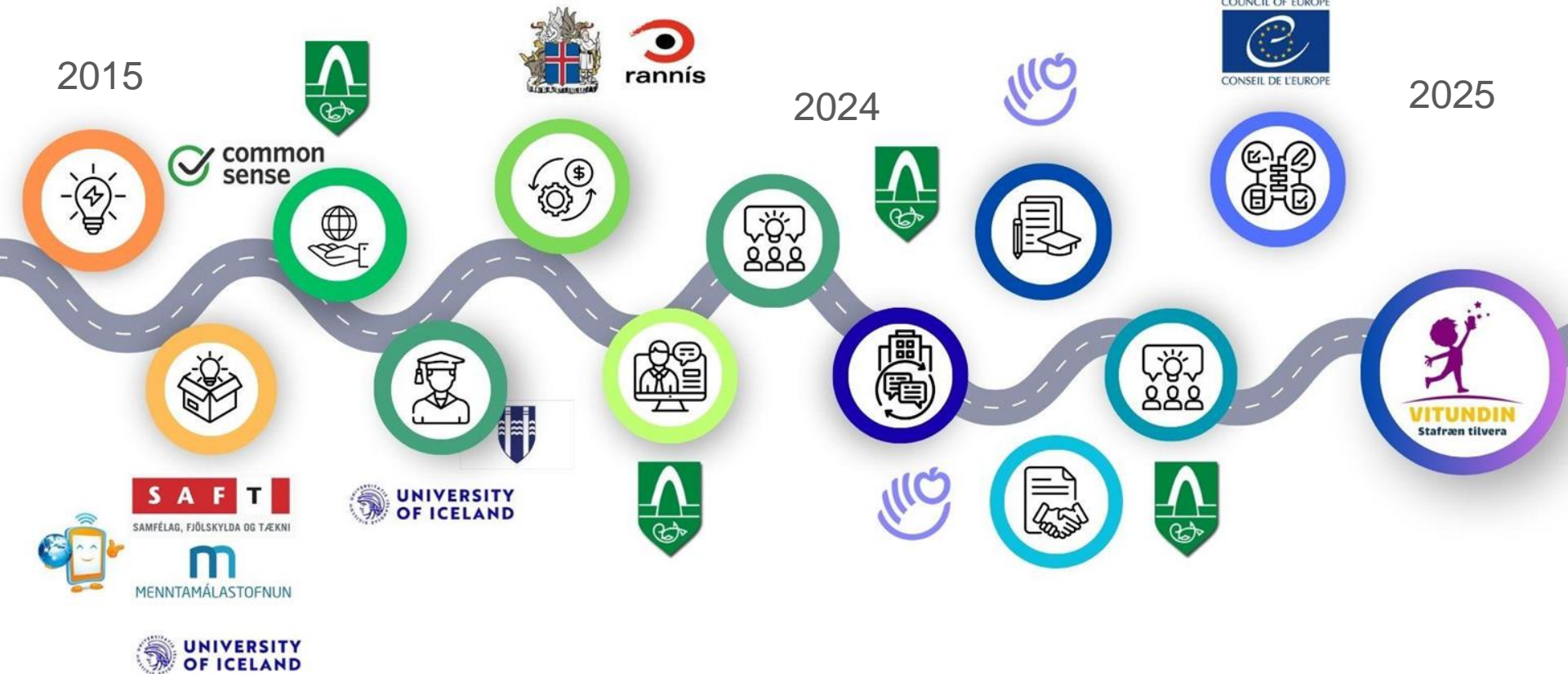
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OF ICELAND

2022 - 2023

2015

2024





# Workshops and focus group interviews

Workshops - teachers in group of age

*“What do students have to know about digital use in each age”*

Teaching lessons in schools and feedback.

Interviews - students

Interviews - teachers



# Media Commission - Tumi network

The role of the network is to facilitate the exchange of information between those working on information and media literacy in Iceland and to facilitate collaboration among members. The network members share knowledge, research, projects and other resources related to the network.

- **Monthly webinars**
- **Media literacy week**
  - The network's Media Literacy Week Steering Group leads the work on the week's agenda.
    - **Website** [www.midlalaesi.is](http://www.midlalaesi.is)
    - **Learning materials - films - Interviews - conference**
  - The week takes place in october each year



TENGLANET UM UPPLÝSINGA-  
OG MIÐLALÆSI

# From silos to institutional collaboration



- Kópavogur municipality
  - Teachers
  - Students



- M.Ed. student
- CoE promoter, University



- Parent association



- Directorate of Education



Stjórnarráð Íslands  
Mennta- og barnamálaráðuneytið

- Media Commission – TUMI network



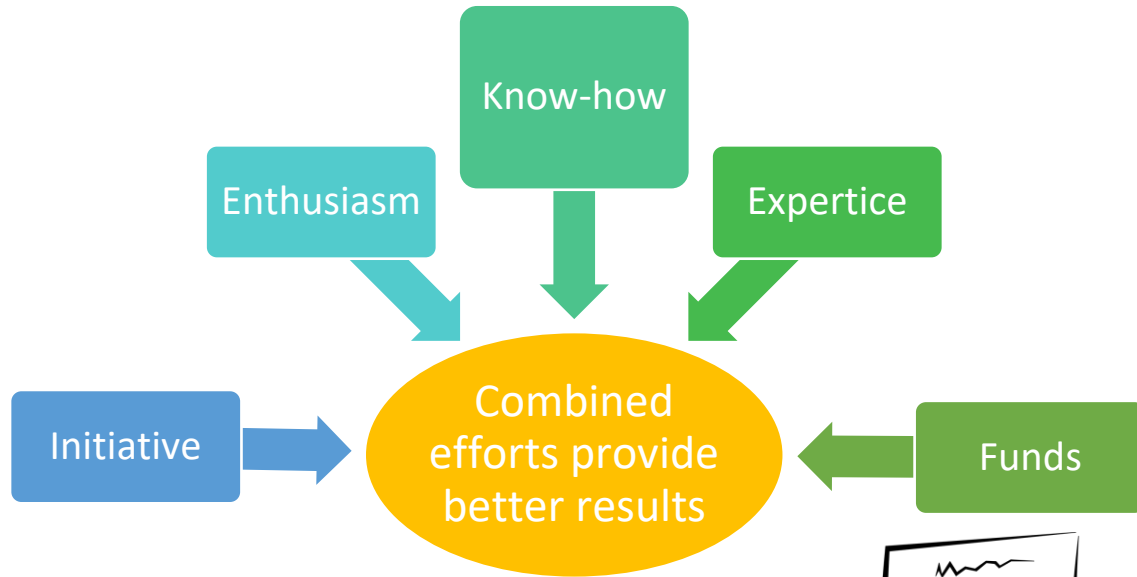
TENGLANET UM UPPLÝSINGA-  
OG MIDLAÐESI

- Commonsense  commonsense

- City of Reykjavík



# Grassroot initiative lay the foundation





**20** EUROPEAN YEAR OF  
**25** DIGITAL CITIZENSHIP  
EDUCATION



COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

# The DCE Planner

## A Curriculum Framework for Digital Citizenship Education

10 domains

### Access and Inclusion

Students learn how to make the benefits of technology accessible to all

THEMES	5 – 7	8 – 11	12 – 15	16 – 18
<b>The benefits of technology</b>	1.1.1 Can give examples of ways technology helps people to connect, share and learn together	1.2.1 Can give examples of ways technology helps them to share ideas and work together	1.3.1 Can give examples of ways technology improves life in their local community	1.4.1 Can give examples of ways technology creates opportunities for citizens to participate in decision-making
<b>Widening opportunities</b>	1.1.2 Can include their peers in simple collaborative activities	1.2.2 Can describe how technology can bring classmates together to support each other	1.3.2 Can describe how technology helps people to access public services	1.4.2 Can describe how technology helps to improve citizens' educational, economic and healthcare opportunities
<b>Assistive technology</b>	1.1.3 Can identify disabilities that make it difficult for children to use digital devices	1.2.3 Can give examples of tools designed to help people with disabilities access the digital environment	1.3.3 Can assess the strengths and weaknesses of a websites, app or another digital product from the perspective of accessibility	1.4.3 Can incorporate accessibility principles in a digital assignment or project
<b>Gender equality</b>	1.1.4 Can recognise that boys and girls, and men and women are equally good at using technology	1.2.4 Can agree some classroom rules for ensuring that boys and girls get the same access to technology for learning	1.3.4 Can explore reasons why girls and women may sometimes be excluded from the digital environment	1.4.4 Can research an issue of gender equality in the design, development or application of technology
<b>Linguistic and cultural inclusion</b>	1.1.5 Can act out ways of communicating with someone who doesn't speak their language	1.2.5 Can incorporate elements of the language and way of life of another culture into a story or activity involving technology	1.3.5 Can assess the strengths and weaknesses of an online platform from the perspective of another ethnic group or culture	1.4.5 Can elaborate inclusive design principles for a digital product, to reflect European linguistic and cultural diversity
<b>Digital exclusion</b>	1.1.6 Can recognise that not all children in the world have access to technology	1.2.6 Can discuss some of the consequences of not having access to technology or the internet	1.3.6 Can identify social, economic and geographical barriers limiting digital access	1.4.6 Can assess the impact of digital exclusion on social and economic opportunities
<b>Policy on digital access</b>	1.1.7 Can make up their own rules for sharing toys, taking turns in games or managing screen time	1.2.7 Can describe how rules and decisions by adults can help to make technology more available to people	1.3.7 Can consider what the minimum access to technology should be in today's society	1.4.7 Can discuss what they think society should do about digital exclusion
<b>Action to promote inclusion</b>	1.1.8 Can describe ways to make others feel included and valued	1.2.8 Can suggest classroom rules to ensure all students have access to the technology they need for their schoolwork	1.3.8 Can design community guidelines for an online platform that promote inclusion	1.4.8 Can evaluate the work of an organisation or initiative that promotes digital inclusion



 **common  
sense**







# New competence in national curriculum 2024

“Students must be taught about technology and software and trained in their use.

Emphasis must be placed on information and technology education as an interdisciplinary field of study where realistic subjects are integrated into most subjects and fields of study.

Students will thus receive training in independent working methods and cooperation”.

*National curriculum, 2024*

Elementary school

Field of study

- 17. Field of study - Teaching, learning and assessment
- 18. Key Competencies
- 19. Icelandic
- 20. Foreign languages
- 21. Arts and crafts
- 22. Natural sciences
- 23. School sports
- 24. Social Studies
- 25. Mathematics
- 26. Information and technology education
  - 26.1. Educational value and main purpose of information and technology education
  - 26.2. Competency criteria for information and technology education
  - 26.3. Assessment criteria for information and technology education

Digital citizenship

Balance in digital use and well-being

By the end of 4th grade, a student can:	By the end of 7th grade, a student can:	By the end of the 10th grade, a student can:
practice good posture when using digital technology and explain the difference between positive and negative screen time and talk about how the use of digital media can affect well-being,	consider their own health and well-being when using digital technology and realize the importance of balancing screen time,	use digital technology to increase well-being and improve health, find balance in their use and recognize the various symptoms and consequences of overuse of computers and smart devices and explain the impact of social media on their lives,

Privacy and security

By the end of 4th grade, a student can:	By the end of 7th grade, a student can:	By the end of the 10th grade, a student can:
explain in a simple way what personal data is and what can and cannot be shared in a digital environment,	have realized the importance of protecting personal information and privacy in a digital environment and have understood who benefits	understand the use of personal information and critically evaluate its purpose and apply methods to protect against the collection of personal information.

# Established in teacher training



# Menntafléttan - Edu.complex

- Free online course
- The courses are aimed at a group of colleagues working together to develop teaching and working methods in the workplace. Courses are taught in sessions that are spread evenly over the winter. Each collaboration group chooses a leader who attends the sessions.
- The educational complex is based on research on effective professional development, including how to use a development circle as a tool to integrate course topics with daily work, strengthen participants' learning communities, and the role of leaders in peer collaboration.



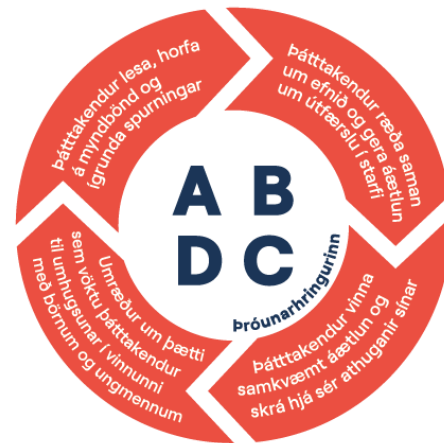
# Development circle

**Step A:** Participants read, watch videos, and reflect on questions.

**Step B:** Participants discuss the material together and plan how to implement it in their work.

**Step C:** Participants carry out the plan and record their observations.

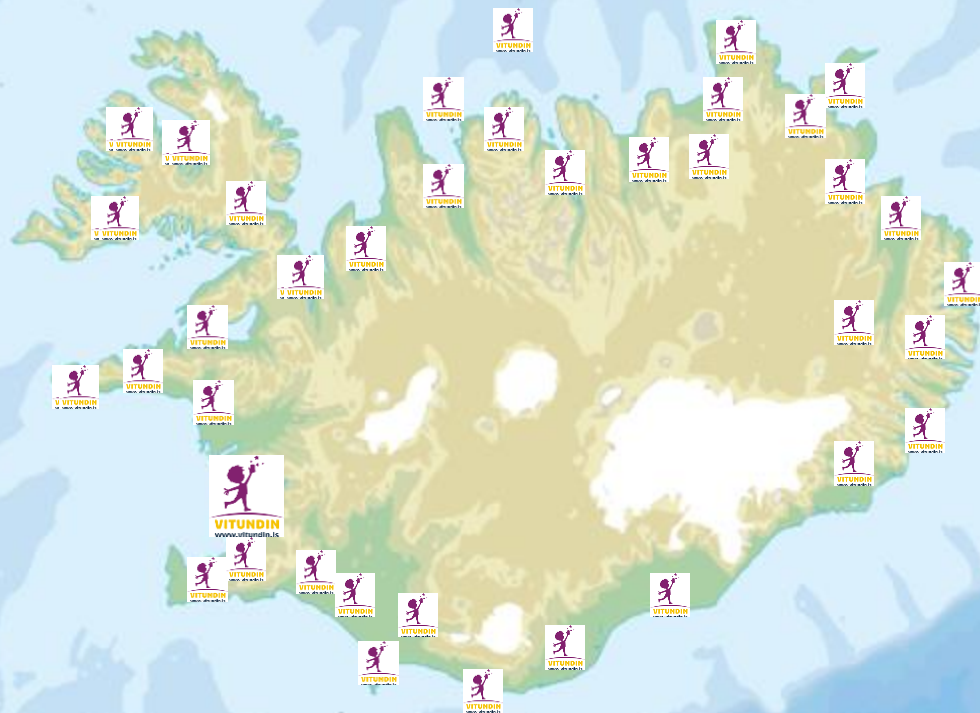
**Step D:** Participants reflect on the work that has been carried out in practice.



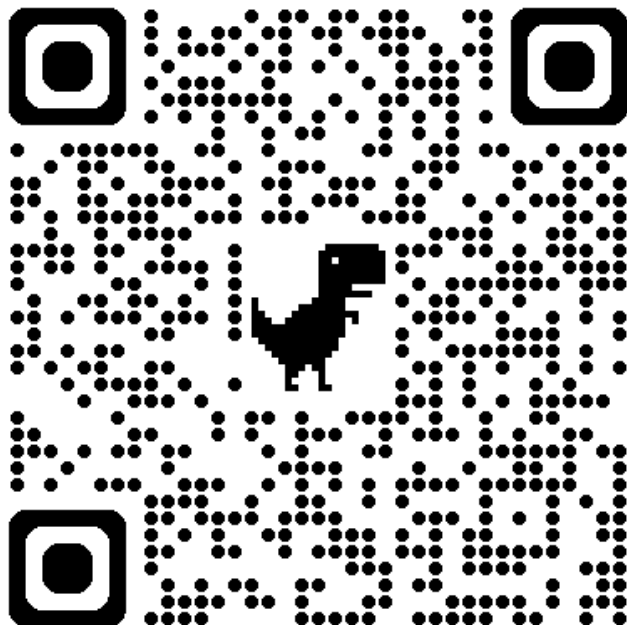
**2 teachers from each partner school.**

**2 of the 5 teachers in the course came from Kópavogur municipality.**





The website [www.Vitundin.is](http://www.Vitundin.is)



Thank you!  
[www.vitundin.is](http://www.vitundin.is)

[beggath@kopvogur.is](mailto:beggath@kopvogur.is)