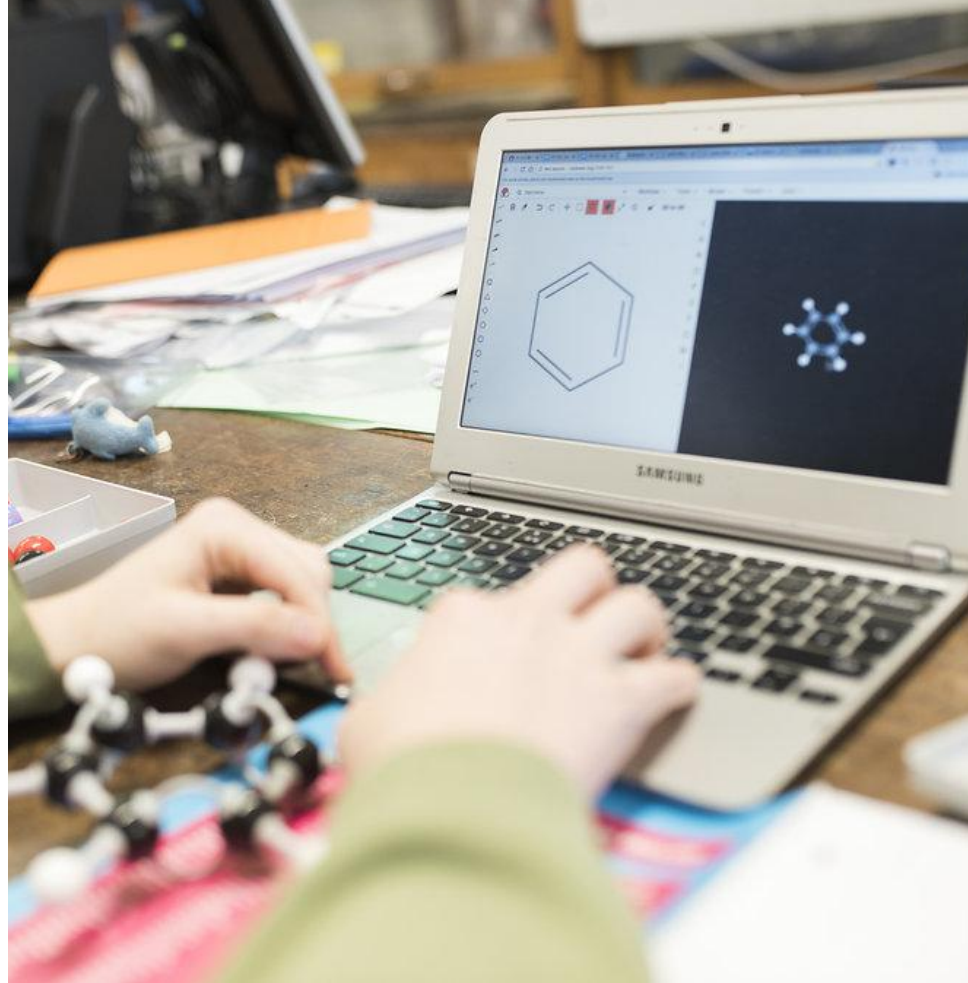
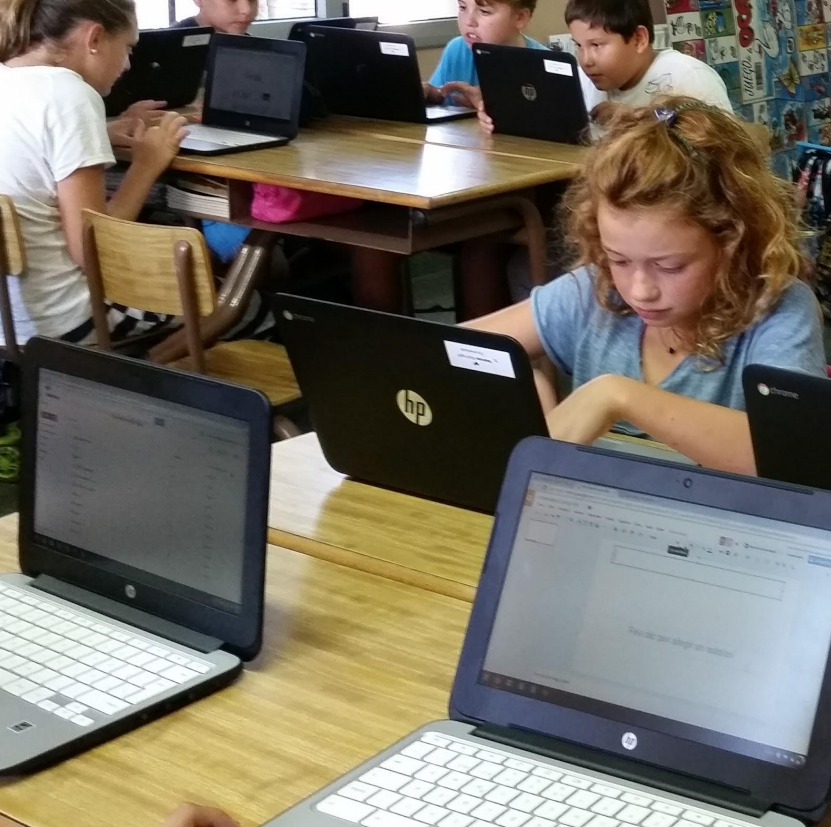


Google for Education

Future of the Classroom

Emerging Trends in K-12 Education
Spain Edition





Our approach

This report is part of a series on the evolution of K-12 education, mapping out current and emerging trends in classroom education. In collaboration with our research partner, **Canvas8**, we conducted a global analysis spanning:

- Fourteen expert interviews with global and country-specific thought leaders in education
- Academic literature review focusing on the last two years of peer-reviewed publications
- Desk research and media narrative analysis across the education sector, including policy research and teacher surveys, as well as input from Google for Education representatives across the globe

We acknowledge that some of the areas discussed in this report are ones that overlap with Google-led products and programs. In order to maintain a focus on the research and studies presented, we've intentionally excluded them.

Spain is optimizing resources with tech

As a global leader in early childhood education,¹³ Spain is introducing students to technology at a young age and priming them for a bright digital future. According to the OECD Education GPS (2018), in the last few years Spain has seen a statistically higher influx of new students in K-12 classrooms due to migration, while many other developing economies are seeing year on year decreases. This makes the use of technology a critical facet of optimizing resources for teaching and learning in Spanish schools.

This is manifesting in positive attitudes toward technology in the classroom, as Spaniards feel technology improves education and student motivation, including opening more channels of communication. In fact, 58% of teachers in Spain report that more fluid communication with parents and students is a major benefit of using technology, and 53% report its positive impact on student motivation.²



53%

of Spanish teachers say that the use of technology in the classroom has a high impact on student motivation.

Informe de resultados España (2018)

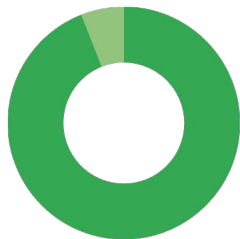


64%

of Spanish students between the ages of 12 and 19 use a smartphone for homework.

Cambridge Assessment International Education (2018)

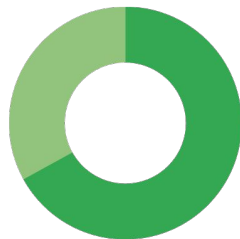
The Spanish classroom at a glance



96%

of Spanish 3-year-olds are in early childhood education – far ahead of the OECD average of 76% – making Spain a global leader in ECE.

OECD (2018)¹³



66.5%

of pre-university educational institutions in Spain are using interactive digital systems in their classrooms.

Spanish Ministry of Education, Culture and Sport (2018)³



41%

of teachers in Spain use smart boards during their lessons, ahead of the global average of 33%.

Cambridge Assessment International Education (2018)

Key Trends

From our [Global Report](#), we've analyzed three of the most prominent trends in Spain's K-12 classrooms

01 Digital Responsibility

Parents want schools to help students to have healthy relationships with technology, and to be safe and confident explorers of the digital world.

02 Innovating Pedagogy

Motivated teachers have more engaged classes, and they want to streamline administrative tasks to focus on teaching.

03 Student-led Learning

There is a desire to give students more agency over their education, from what they learn to how the classroom operates.

“I really believe that the most interesting technologies in schools and classrooms are those that can be run by more than one person, that can help us support a collective. Technologies can help us build spaces of learning in a more social and material way.”

Dr. Linda Castañeda, Professor at the Department of Didactics and School Organization at Universidad de Murcia



Digital Responsibility

Children are online at a younger age than ever before – they account for an estimated one in three Internet users globally.⁴ In Spain, 70% of children between the ages of 10 and 15 have their own smartphone,⁵ and 47% of Spanish teachers say students' use of technology makes it difficult for them to select reliable sources of information.²

Consequently, there is a desire to help students develop a healthy, responsible relationship with technology – something that often falls under the jurisdiction of the education system. In Spain, 32% of children aged 9 to 16 have been bullied either online or offline, with more girls (35%) than boys (29%) experiencing this. Yet only 24% of girls and 15% of boys aged 9 to 12 in Spain report being able to change the privacy settings on a social network profile. And only a third (32%) of those in this age range say they are able to locate information on how to use the internet safely.⁵



32%

of Spanish children aged 9 to 12 say they are able to locate information on how to use the Internet safely.

Ministry of Economy and Competitiveness
& Safer Internet Programme European Commission
(2017)⁵

30%

of Spanish students between the age of 9 and 16 report that they speak with their peers about ways to stay safe online.

London School of Economics (2017)⁵

Research shows that youth themselves are the best informers on how they're behaving online, and can be key co-creators in the development of responsible digital skills in the classroom.⁶ Spanish teachers agree – 60% of them say that learning digital competence and responsible use is one of the main advantages of using technology in the classroom.²

There's considerable scope for education in Spain to take on this role in the development of digital responsibility, as only 30% of Spanish students between the age of 9 and 16 report that they speak with their peers about ways to stay safe online.⁵ Integrating online safety as part of school curriculum teaches students how to manage, rather than avoid, risks online, contributing to their understanding digital citizenship, literacy, and safety.⁶ Due to this growing concern over online safety, the National Police in Spain has started offering training in the secure use of the internet to primary school students.¹⁴



“Schools have the responsibility of educating people on citizenship and people’s citizenship is now digital, as well as offline.”

Dr. Linda Castañeda, Professor at the Department of Didactics and School Organization at Universidad de Murcia



Innovating Pedagogy

Technology can be instrumental in saving teachers resource-creating time by fostering connections and collaboration between one another. Indeed, 87% of teachers in Spain say that one of the main advantages of technology is that it allows them to search for, edit, and create content with more ease.² There is a desire to harness technology to connect with like-minded teachers to share knowledge and resources.

At the same time, only 46% of Spanish teachers feel they have enough technology in their classroom to align with learning objectives, and 60% strongly agree that it's necessary to establish a common framework for digital competence that will help teachers with digital learning. There is still considerable scope to expand the use of technology to help Spanish teachers innovate in their teaching methods and classroom spaces.



87%

of teachers in Spain say that one of the main advantages of technology is that it allow them to search for, edit, and create content with more ease.

Informe de resultados España (2018)²

“Lesson planning and marking take a disproportionate amount of time. This is where technology can be leveraged to free up time and allow teachers to do what they’re meant to be doing – which is teaching.”

Vikas Pota, Group CEO of Tmrw Digital and Chairman of the Board of Trustees of the Varkey Foundation

89% of Spanish teachers say that the main advantage of using technology in the classroom is the expansion of resources available to meet learning objectives,² which enriches the classroom while saving teachers valuable time.

Yet many don’t have access to IT training that could help reduce workloads. In Spain, 52% of teachers say they would like to receive more training in searching, editing, and producing digital content, while 48% would like more training in digital software management.² There is room to provide teachers with such training to streamline their everyday processes, which can allow them to focus on students’ progress and their own personal development.



“A teacher is not only someone who performs a lecture in a classroom. They are a community agent, a thought leader, and a researcher. They must understand the role of technology in a wider way - how it affects life in and out of the classroom.”

Dr. Linda Castañeda, Professor at the Department of Didactics and School Organization at Universidad de Murcia



Student-led Learning

As a cornerstone of a student's preparedness for the world beyond education, student autonomy has become a growing focus for teachers and schools. In Spain, 61% of teachers report using the flipped classroom method, or encouraging autonomous learning as part of their active strategy to help students direct their own education.² Globally, education leaders argue that "student agency must become the norm in classrooms, not the exception."⁹

A large part of this trend in Spain centers on the use of technology, with 64% of teachers saying autonomous learning is one of the biggest advantages of using technology in the classroom at a pedagogical level.² Recognizing that autonomous learning promotes creativity and independent thinking, 67% of people in Spain want schools to prioritize the teaching of creativity, compared to 24% who prefer schools to prioritize academic basics and discipline.¹⁰



64%

of teachers in Spain say autonomous learning is one of the biggest advantages of using technology in the classroom at a pedagogical level.

Informe de resultados España (2018)²

53%

of teachers in Spain say the use of technology in the classroom has a high impact on student motivation.

Informe de resultados España (2018)²

This student-led movement in Spain is supported by parents. Research conducted by Pew Research Center found that 67% of Spanish people want schools to prioritize the teaching of creativity and independent thinking over the academic basics and discipline.

Technology is a primary facilitator of independent learning and 53% of teachers in Spain say that the use of technology in the classroom has a high impact on student motivation, while 19% say it has a very high impact.² Since student motivation is cited as the top challenge for the education system at large, Spain's openness to tech-based, student-led learning shows promise for meeting the challenges of future K-12 classrooms.



“Self-directed learners are those that make independent decisions about what to learn and how to learn. If we prepare people in this way, then they could thrive, whatever the future will be.”

Dr. Linda Castañeda, Professor at the Department of Didactics and School Organization at Universidad de Murcia

“We live in an uncertain world and we don’t know what the future will look like. So, we need to give our students the right tools for thinking so they can be adaptable in the future.”

Dr. Linda Castañeda, Professor at the Department of Didactics and School Organization at Universidad de Murcia



Read the [Future of the Classroom: Global Edition](#) for insights across all eight emerging trends



Digital
Responsibility



Computational
Thinking



Collaborative
Classrooms



Innovating
Pedagogy



Life Skills & Workforce
Preparation



Student-led
Learning



Connecting
Guardians & Schools



Emerging
Technologies

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