DIGITAL FIRST

Digital tech as the first language: Informatics for digital natives

What we learned, what we built, and what you can use

Algebra Bernays University



Co-funded by the European Union

PROJECT MOVIE

First, the DIGITAL FIRST story



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the European Union

11 countries – 15 partners

CROATIA
Algebra University
Partners in Learning

SPAIN
University of A Coruña

LITHUANIA
Vilnius University

FINLAND
Turku University

SLOVENIA
Faculty of Education, University of Ljubljana
Ministry of Education Slovenia
Primary school brothers Polančič Maribor
Primary school of Tone Čufar Maribor



PORTUGAL
Escola Secundária de Rocha Peixoto/CFAE-PVVC

GREECE
Project LightHouse

CYPRUS
T-HAP

ITALY
Istituto Tecnico Industriale "Ferraris Pancaldo"

BULGARIA
Secondary school “St. St. Cyril and Methodius”

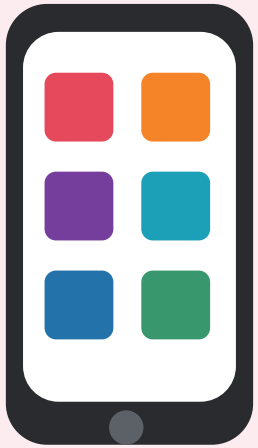
BELGIUM
All Digital

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THE PROBLEM

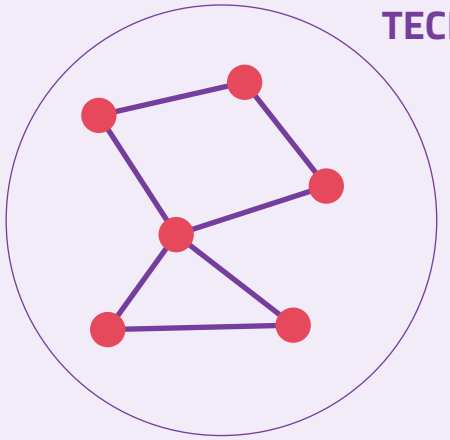
Being a digital native is not the same as understanding the digital world



COMFORTABLE WITH TECHNOLOGY

- Apps
- Devices
- Platforms
- Fast everyday use

≠



UNDERSTANDS TECHNOLOGY

- Data
- Algorithms
- AI
- Privacy
- Systems
- Impact

The challenge: move from use to understanding, creation and agency.

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THE EVIDENCE

We started by listening

Before designing solutions, we asked people across Europe what was actually happening.

10
Countries

2,017
Survey responses

28
Focus groups

135
Teacher interviews

923
Participants in dialogue clubs

Teachers ▪ students ▪ parents ▪ policymakers ▪ education stakeholders

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WHAT TARGET GROUPS TOLD US

Three messages came through clearly

01

CONFIDENCE ≠ UNDERSTANDING

Everyday technology use can hide major gaps in deeper digital understanding.

02

TEACHING NEEDS BOTH SIDES

Strong informatics education needs up-to-date technical knowledge and strong pedagogy.

03

CONTEXT MATTERS

Countries, schools and teacher pathways differ — resources must be adaptable, not one-size-fits-all.

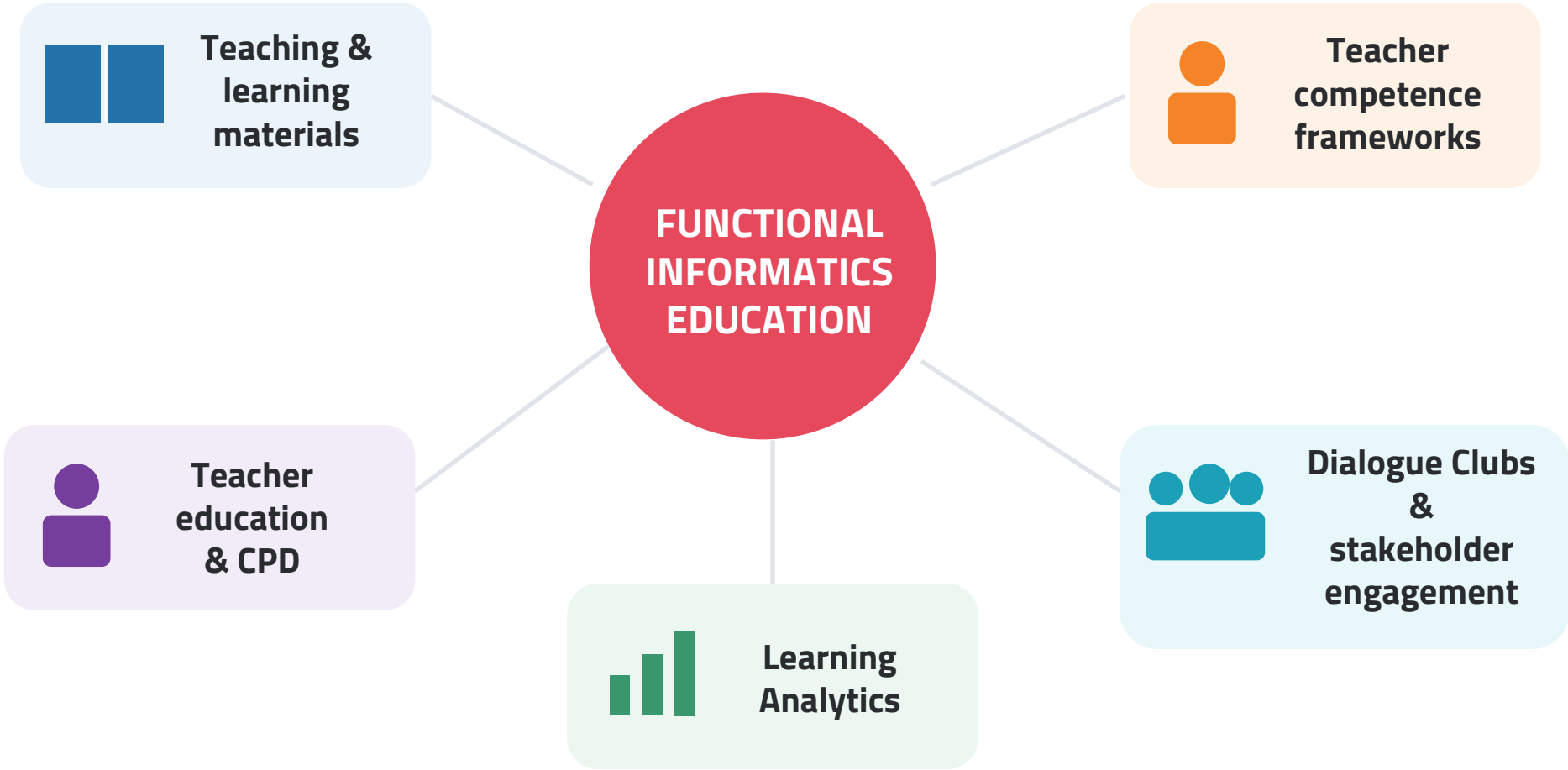
This is why DIGITAL FIRST focused on a functional, human-centred and adaptable approach.

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WHAT WE CREATED

We turned evidence into a connected set of solutions



Research & recommendations underpin the whole ecosystem.

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FROM PROJECT OUTPUTS TO PRACTICE

We did not stop at development

1

TEST

Use materials and approaches in real educational settings

2

LISTEN

Collect teacher and learner feedback

3

REFINE

Adapt content, usability and implementation

4

REUSE

Leave resources that can travel beyond the project

A resource becomes valuable when people can use it, question it and improve it.

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Pilot Results – Key Findings

What the ten-country pilot showed and what should happen next

SEPTEMBER 2026

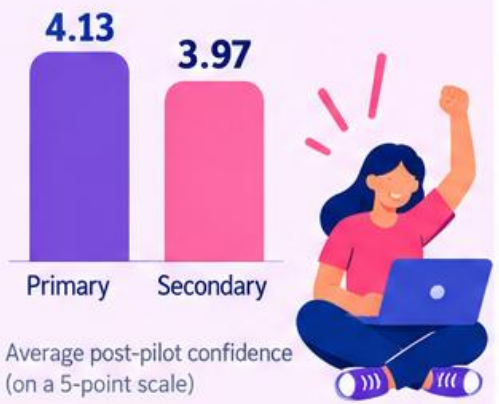
Digital learning with purpose.
For active, responsible and creative citizens.

PILOT REACH
Across Europe

- **10** partner countries
- **30** documented schools
- **42** implementation groups
- **757** participating students
- **45** teacher evaluations

HIGH STUDENT CONFIDENCE

Students reported strong confidence after the pilot.



Average post-pilot confidence (on a 5-point scale)

RESPONSIBLE AND SAFE USE

The highest-rated common outcome at both educational levels.



Responsible and safe use (on a 5-point scale)

PRIMARY MORE POSITIVE, SECONDARY SEEKS AUTHENTICITY

Primary pupils rated activities and materials more positively. Older learners responded best when tasks were authentic, offered meaningful choices and matched their starting competence level.



STRONG TEACHER ENDORSEMENT

Teachers rated content and pedagogical relevance highest.



POSITIVE PARENT FEEDBACK

Parents responded positively to age-appropriate methodology, engagement and understandable materials.

Based on 75 parent questionnaires across five countries.

Generated with AI (Chat GPT)

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WHAT YOU CAN TAKE AWAY TODAY

Where can you start?

TEACHER

Classroom materials + practical ideas

TEACHER/EDUCATOR

Competence maps + education & CPD models

SCHOOL / NGO

Dialogue Club methodology + engagement resources

RESEARCHER / POLICYMAKER

Evidence, comparative findings + recommendations

EXPLORE THE DIGITAL FIRST RESOURCES

digitalfirstnetwork.eu

The project ends. The resources do not.

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BEYOND 2026

If technology is changing faster than education, what should we teach that will still matter tomorrow?

Not only how to use technology, but how to understand it, question it, create with it and shape it responsibly.

THANK YOU

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