

# What is digital literacy?

(Perspectives on digital literacy)

**Day: One**

**Session: First**

**Time: 1 hour 30 min.**

## Introduction

Digital literacy is a term referring to those capabilities which an individual needs to be best fitted in a digital society. It varies from mere use of digital technologies. Digital literacy is a life skill just like “literacy” and “numeracy.” In today’s technologically rich digital learning environment, pedagogy and learning should change its course of action. ‘What is digital literacy?’ topic has been divided in three sessions. At this session, participating teachers will engage with resources to understand what digital literacy means for learning and teaching, how it can change pedagogy, and how it can support the development of other core learning skills amongst pupils.

**Objectives:** By the end of this session, trainees will be expected to understand and demonstrate knowledge of the following:

- Perspectives on digital literacy
- How digital literacy can inform pedagogy and practice?

## Material

- Hand out- reading excerpts
- Short summaries on digital literacy
- Different links for resources to support trainees’ collaborative learning

## Major Content

- Digital age/era
- Digital literacy
- Importance of digital literacy
- Digital technologies

## Activity Facilitation Procedure

### Activity No. 1: Introduction and Overview

**(10 min.)**

- Give a brief overview of the course: requirements, expectations, trainee and trainer responsibilities, project work, examination, assessment etc.
- Give an overview of the approach and the emphasis on proactive engagement, collaboration and cooperation.
- Enable participants to briefly introduce themselves. Then, give a brief introduction to the first session.

**Activity No. 2: What is digital literacy?****(25 min.)**

- Ask trainees to read the following text then discuss, offer initial thoughts and ideas about digital literacy, and what it may mean for learning and teaching.

*Handout 1: Perspective on digital literacy***Perspective on digital literacy**

Digital literacy defines those capabilities which fit an individual for living, learning and working in a digital society. Defining a particular set of capabilities as 'literacy' means that:

- they are a pre-requisite or foundation for other capabilities;
- they are critical to an individual's life chances;
- they are essential to the making and sharing of culturally significant meanings;
- as a result, there is or should be a society-wide entitlement to these capabilities at some level.

Source: Joint Information Systems Committee (JISC) (2015). Design Studio / definition of digital literacies.

- Capture key points from the discussions. Highlight that digital literacy is not merely about the use or incorporation of a particular technology, device or suite of technologies. Rather, it is about applying technology in a meaningful way and gaining and applying knowledge to create new possibilities for learning and for life.
- Tell them that digital literacy has no specific definition. However, it is widely accepted to include the range of knowledge, skills and behaviors demonstrated when using different digital devices, software and applications and in various online environments, communities and networks. This requires more than just the ability to operate technologies. Such skills relate to how we find, evaluate and understand digital content, and how we apply this knowledge in a meaningful and responsible manner.

**Activity No. 3: Different perspectives on digital literacy****(25 min.)**

- These short summaries offer different perspectives on what digital literacy is.
- Ask trainees to read the following excerpts and prepare to offer their feedback. This can be done by assigning a different excerpt to smaller groups. Alternatively, it may be done by asking trainees to join different 'breakout' rooms (if the technology permits), discussing each excerpt, and then re-joining the whole group to feedback key points and thoughts.
- Capture the main points to inform the plenary.

### Hand out 2: Different perspectives on digital literacy

- A person's ability to perform tasks effectively in a digital environment... Literacy includes the ability to read and interpret media, to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments.

Jones-Kavalier, B. and Flannigan, S. (2006) Connecting the Digital Dots: Literacy of the 21st Century, *Educause Quarterly*, 29 (Nov. 2006)

- Digital literacy is the ability to interpret and design nuanced communication across fluid digital forms.'

Williamson, B. and Hague, C. (2009). *Digital Participation, Digital Literacy, and School Subjects: A Review of the Policies, Literature and Evidence*. Bristol, Futurelab (p. 5)

- ... knowing how technology and media affect the ways in which we go about finding things out, communicating with one another, and gaining knowledge and understanding. And it also means understanding how technologies and media can shape and influence the ways in which school subjects can be taught and learnt.

Payton, S and Hague, C. (2010) *Digital Literacy: Professional Development Resource*. Bristol, Futurelab. (online) Available at: [www.nfer.ac.uk/media/1771/futl07.pdf](http://www.nfer.ac.uk/media/1771/futl07.pdf)

- In addition to the reflective aspects of the plenary, additional prompt questions might include:
  - What thoughts or questions do you have after reading the short definitions of digital literacy?
  - How might digital literacy be improved in your school?
  - What existing practices or policies are you aware of that promote digital literacy in your school, region or country?
- Get each participant's experiences and views, and give your view that there are different perspectives on digital literacy. However, the core idea is being able to utilize digital tools competently and confidently in personal and professional career.

#### Activity No. 4: Additional activity and materials

(25 min.)

- Trainers will no doubt use a range of other context and language specific resources and materials to enhance training and illustrate key points during sessions. However, the following resources may be of interest/use for the 'what is digital literacy' unit.
- Ask participants the following question:
  - Digital literacy and why it is important?
  - What is digital literacy? Cultivating digital literacy (Adobe for Education)

- Ask participants to watch the video in the given link <https://www.youtube.com/watch?v=oU1X3QpX-90>
- Digital literacy: why is it important? (University of Derby) <https://www.youtube.com/watch?v=p2k3C-iB88w>
- What is digital literacy (BBC/Open University): <https://www.youtube.com/watch?v=LElWqXi7Ag>

**Activity No. 5: Reflection**

**(5 min.)**

- Recap the main points of the session and key issues raised. Ask participants to reflect on what they have learnt, how it might inform their project work and also their teaching practice.
- Ask them to reflect whether, and how, technologies encountered in the ICT Phase 1 training, might be utilized to promote digital literacy. Briefly, highlight the focus for the next session.

## What is digital literacy?

(Digital literacy and why is it important?)

**Day: One**

**Session: Second**

**Time: 1 hour 30 min.**

### Introduction

This is the second session of 'What is digital literacy? In this session, trainees will gain a better understanding of digital literacy and consider how it may support the development of other core learning skills.

**Objectives:** At this session, trainees will be expected to understand and demonstrate knowledge of the following:

- Why digital literacy is important?
- The difference between ICT skills and digital literacy
- How digital literacy can support the development of other core learning skills

### Material

- Hand outs
- Videos
- Links

### Major Content

- Importance of digital literacy
- Difference between ICT skills and digital literacy
- Core learning skills
- Digital literacy and development of core learning skills

### Activity Facilitation Procedure

#### Activity No. 1: Revision and Introduction

**(10 min.)**

- Ask participants what they learned from the earlier session.
- Begin by recapping the key learning from the previous session (what is digital literacy) and highlight aims of this session.

#### Activity No. 2: Importance of digital literacy

**(40 min.)**

- In small groups, get trainees to read, consider and discuss one of the following two texts.
- You will need to tell trainees to provide feedback on why they may feel digital literacy is important and also how they might need to change their practice as a result. This may be done as a whole group, or by splitting participants into smaller

groups (sending participants into a digital break out room, if it is online virtual delivery).

*Hand out 3: Why is digital literacy important?*

**Why is digital literacy important?**

Digital technologies are becoming embedded in more and more aspects of our lives, work, social relationships, culture and ways of learning. The ability to use new technologies effectively is becoming central to future employability, economic competitiveness and globalisation. Therefore, developing digital literacy is an increasingly important area of concern for governments, schools, colleges, universities, employers, teachers and students themselves.

For employers, being digital literate is fast becoming an essential skill they expect employees to have and to be able to clearly demonstrate. Many will expect employees to be able to use a range of digital tools and programmes; use various tools to make sense of complex information and to communicate effectively in a range of media, and understand the origins, nature, validity and reliability of data and information. Many students will now leave school requiring the digital capabilities that enable them to create, edit and remix digital resources and tools, harness various social and online media, and to present online identities and profiles of themselves and for their employers.

Schools, colleges and universities therefore need to consider how they support the development of digital literacy for students and staff so that they are capable of utilising new technologies effectively for teaching, learning, administration, evaluation, assessment and research, and to work collaboratively with others within and beyond the classroom walls.

*Hand out 4: Digital literacy as a 21<sup>st</sup> century skill*

**Digital literacy as a 21st century, or a 'deep learning', skill**

Digital literacy is now considered to be a core aspect of 'deep learning' and an essential 21st century learning skill. In fully understanding and harnessing the potential of digital technologies, learning can become more dynamic, interactive and diverse. This in turn can support the development of a whole set of broader learning capabilities and skills, such as creativity, collaboration, communication, problem solving, and so forth. Such skills are transferable across a range of subject and content areas and are applicable to a whole range of aspects of students' learning lives.

Many commentators argue that schools utilise learning and teaching methods no longer suited to the 21st century. However, even where digital technologies are used, these are actually often utilised to enhance more traditional teaching approaches. It is argued that 'banking', or 'transmission models' of education still dominate most classroom practice. Such practices position students as passive recipients of knowledge, rather than as active participants in knowledge creation processes.

When thinking about what digital literacy is, it is clear that we also have to consider the broader learning processes underlying 'deep' learning, or 21st century skills development, and the pedagogical approaches and practices needed to foster them. Greater emphasis should be placed on practices and approaches whereby students are: active; exercise greater choice and voice; co-construct personalised learning experiences and tasks with teachers; create artefacts and new knowledge; and work collaboratively with others.

- Get their views and feedback. Give your view that digital literacy is one of the twenty first century skills. It helps foster the personalized and customized learning, and ultimately develop adaptive learning.

**Activity No. 3: ICT skills and Digital literacy**

**(30 min.)**

- Firstly, summarize and reiterate key points from the previous activity, including:
  - Digital literacy is a core aspect of ‘deep learning’.
  - Digital literacy is an essential 21st century, core skill or learning skill.
  - Digital literacy can promote learning that is more dynamic, interactive and diverse, which in turn can support broader learning capabilities and skills, and such skills are transferable to other areas of learning and life.
  - Digital literacy should change pedagogy and practice, with greater emphasis being placed on learners being: more active in the learning process; having greater choice and voice; being creators of new knowledge, resources and artefacts; and working in collaboration with others.
- Divide trainees into five groups and ask them to visit Google, YouTube or provide them chance to watch videos. Give them a question:
  - What difference do you see between ICT skills and digital literacy?
- Provide them chance to surf the web/Google or watch video.
- Give trainees the following web link and ask them to surf and pick up some of the flagship differences among IT, ICT and digital literacy.
  - <http://pr0tean.blogspot.com/2014/07/technology-it-ict-vs-digital-literacy.html>
- Provide them the following worksheet where they have to mention what differences they found on IT, ICT skills and digital literacy.

*Worksheet 1: Difference between ICT skills and digital literacy*

IT	ICT skills	Digital literacy

- When they finish their assigned task, ask one of the members of the group to present their group's finding/conclusion. After all groups' presentation give brief information about the difference between them. ICT skill refers to use aspect or applications of technology whereas digital literacy can be understood as:
  - Information Technology (IT) = Automotive engineering
  - Information, Communication and Technology (ICT): Driving instruction/education
  - Digital Literacy: Road trip
  - Digital literacy: Technology use + critical thinking + social awareness

**Activity No. 4: Reflection**

**(10 min.)**

- Recap the main points of the session and key issues raised. Use prompt questions relating to the objectives of the session, if time permits.
  - What difference is there between ICT skills and digital literacy?
  - How can digital literacy support the development of other core learning skills?

## What is digital literacy?

(How digital literacy can inform pedagogy and practice?)

**Day: One**

**Session: Third**

**Time: 1 hour 30 min.**

### Introduction

This is the third session of 'what digital literacy is.' In this session, trainees will engage in the activities to help them to better understand digital literacy and how it might influence and inform pedagogy and practice.

**Objectives:** By the end of the session, trainees will be expected to understand and demonstrate knowledge of the following:

- How digital literacy can inform pedagogy and practice?

### Material

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### Major Content

- Core skills

### Activity Facilitation Procedure

#### Activity No. 1:

**(60 min.)**

- After introducing the session, organize participants into smaller groups (4-6 approximately).
- Reiterate why digital literacy is important, and some of the ways in which it might change pedagogy and practice, and why, based on the content of the previous session.
- Ask the groups to work together to discuss and share one or two examples (two at most) of teaching practice that supports digital literacy and core skills development. These can be related to their own experience, or examples of practice elsewhere. This activity can be undertaken in online break out rooms (if the technology permits). Each group will be expected to then share the examples they have discussed with the whole group.
- Each group will need to assign a 'scribe' to capture and summarize any examples, using the following headings:

#### Examples of digital literacy in practice

- a. What is the example?
- b. What was the subject or learning focus?
- c. Why is this good example of digital literacy in practice?

- d. Which technologies were used?
- e. What was the approach taken? Which skills are being developed?
- f. How is the pedagogy different from more traditional approaches, if at all?
- g. How might this be relevant to your own practice/subject?

**Activity No. 2:**

**(20 min.)**

- Reconvene groups into the main training meeting. Ask one member of each of the groups to present their example(s).
- Ask the groups to upload their examples to the shared space, if possible.

**Activity No. 3: Reflection**

**(10 min.)**

- Ask if the examples highlighted have given trainees ideas for developing their own practice.

# Understanding the essential elements of digital literacy

(Models of digital literacy)

**Day: Two**

**Session: First**

**Time: 1 hour 30 min.**

## Introduction

Digital literacy is composite whole. It is multi-dimensional concept including a variety of elements/components. This means to be a digitally literate one needs to understand and apply the knowledge of different areas. This topic consists of three sessions. In these sessions, trainees will engage with model(s) of digital literacy and discuss and understand each of the key elements. They will take part in facilitated discussions about how each element might inform learning and teaching and the benefits for both themselves and their pupils.

**Objectives:** The objective of this session is;

- To read, discuss and understand two different models of digital literacy and their essential elements.

## Material

- Content related web links
- Videos

## Major Content

- Models of digital literacy
- Elements of digital literacy

## Activity Facilitation Procedure

### Activity No. 1:

**(60 min.)**

- Begin the session by outlining the unit and this session. Also inform trainees that the following two sessions (2 & 3) will require them to work in groups to discuss the elements of digital literacy, discuss and share any resources, materials and examples, and prepare a presentation.
- Inform trainees they are going to explore two models of digital literacy (below), each with varying definitions of what the essential elements of digital literacy are.
- Split the group into two and assign one of the models to each group. Ask each group to read and reflect on the model(s) and their essential elements. Once trainees have read the models, ask a nominated spokesperson for each group to outline the elements and feedback their thoughts on each model for the benefit of the other group. Facilitate discussions and capture any key issues and points.

Hague and Payton (Futurelab 2010) suggest that digital literacy is comprised of the following components:

*Hand out 5: Elements of digital literacy*

<p style="text-align: center;"><b>Functional skills</b></p> <p>These are practical skills in Literacy, Maths and also ICT, which help provide an individual with essential knowledge, skills and understanding to operate confidently, effectively and independently in life and work. They enable learners to apply their knowledge and understanding, engage competently and confidently with others, solve problems, and help individuals develop personally, professionally, and as effective citizens.</p>	<p style="text-align: center;"><b>Collaboration</b></p> <p>Collaboration, or collaborative learning, is an umbrella term for a variety of educational approaches involving joint intellectual effort. It is usually undertaken in groups who have a mutual and reciprocal need for understanding, knowledge, solutions, meanings, or in creating resources.</p>
<p style="text-align: center;"><b>Creativity</b></p> <p>The ability to generate novel ideas, use imagination and innovative methods to create new knowledge, ideas and artefacts. The ability to create new resources and knowledge in digital environments requires opportunities and willingness to 'take risks' and try new approaches.</p>	<p style="text-align: center;"><b>The ability to find and select information</b></p> <p>The ability to find and select information involves students critically engaging with the content they find online and relating it to the knowledge they have and are seeking to develop. Developing digital literacy supports good research and study skills, including the ability to critically engage with and review online content.</p>
<p style="text-align: center;"><b>Critical thinking and evaluation</b></p> <p>This involves transforming, analysing or processing given information, data or ideas, using reasoning skills to engage with material, to question, analyse, scrutinise and evaluate it, and to create an argument about it. It also requires students to have the ability to be reflective, interpret meaning, question assumptions and develop an informed sense of the world around us.</p>	<p style="text-align: center;"><b>Effective communication</b></p> <p>Communication is a dynamic process involving two or more people, whereby they transmit thoughts, beliefs and ideas to one another clearly and productively. There are various media, digital tools and applications that enable new ways of effective communication with different audiences, communities and networks.</p>

<b>Cultural and social understanding</b>	<b>E-safety</b>
This is essential in enabling young people to participate socially, culturally, politically, economically and intellectually. Cultural and social understanding equips students with a language and context for their digital literacy.	Often also referred to as ‘internet safety’, or ‘online safety’, this refers to the knowledge required to ensure users are safe in their use of computer technologies and online resources and are not exposed to materials and interactions that compromise their personal safety, or that expose them to inappropriate content. Closely related concepts such as e-security, cyber security, or online security, refer to the state whereby users are protected against unlawful and unauthorised use of electronic or digital data.

- From this perspective, digital literacy should be considered in relation to the key skills students will need to develop with support and guidance from their teachers. In focussing on such skills, it is far easier to see how digital literacy can be applied to almost any subject or knowledge area. Educators can then consider what are the most appropriate technologies, content and approaches to use. Whilst digital literacy can be developed in isolation, embedding it within subjects and knowledge areas can contextualise its development and make the process more meaningful.

Belshaw outlines what he suggests are the ‘essential elements of digital literacies’ that enable an individual to be digitally literate. These are:

*Hand out 6: Elements of digital literacy*

Culture	An understanding of technology use in different contexts and an awareness of the values and concepts specific to varying contexts.
Cognitive	The mastery of the use of technological tools, software and platforms. Expertise in the use of digital tools to enhance learning.
Constructive	The re-using and remixing of resources and knowledge depending on need, or adapting them into new resources. Digitally literate users create new data and artefacts and share these with others.
Communicative	An awareness of different communication devices both digital and mobile and being able to communicate through various media in different ways.
Confidence	The ability and knowledge to use digital tools, environments and opportunities to practice skills and self-learn.
Creative	The ability to create new data and resources in digital environments based on personal interests and need, and a willingness to ‘take risks’

	and try innovative new approaches to learning and creating.
Critical	The ability to understand and challenge various perspectives and the nature and origins of information and data. The appreciation of the different contexts, perspectives, needs and circumstances of others.
Civic	Developing and practicing democracy and global citizenship through the use of digital technologies. The ability to work with others and participate in the digital society in a range of online and digital environments.

**Activity No. 2:**

**(20 min.)**

1. Bring the general conversation regarding the models and their elements to a close. Explore key points and issues raised. Use additional prompt questions, if needed, asking:
  - How they think each element could be embedded in teaching and learning?
  - Whether there are particular technologies, tools, or resources that might be used to support each element in the classroom?
2. Emphasize that digital literacy is a set of broader skills, or practices, rather than just the ability to use technologies. Additionally, bring the session to a close by asking whether there are particular elements they might consider focussing on during their project work, or in their teaching more generally? Trainers may need to remind participants of the different pieces of project work.
3. Finally, organize trainees into smaller groups to discuss the essential elements of digital literacy and prepare a short presentation. They will work in these groups during the next session to explore the Hague and Payton model in more depth (as per instructions below, Day 2, Session 2), and will then prepare a short (10 minute) presentation (during Day 2, Session 3), which they will then present to the whole group (Day 3, Session 1).
4. Trainers will need to help organize trainees into groups (ideally 3-5 participants in each group) and ensure they have an effective means of working together (either in digital breakout rooms, or via other communication/collaboration technologies).
5. Trainers will no doubt use a range of other context and language specific resources and materials to enhance training and illustrate key points during sessions. However, the following (English language) resources may be of interest/use for the 'essential elements of digital literacy' unit.

**Essential elements of digital literacy**

- Essential elements of digital literacies: (Doug Belshaw at TEDxWarwick) <https://www.youtube.com/watch?v=A8yQPoTcZ78>
- Digital literacy? Mariel Amez (draws on Hague and Payton model) <https://www.youtube.com/watch?v=A8yQPoTcZ78>

**Activity No. 3: Experimenting with ideas****(15 min.)**

- If trainees are struggling to see how technologies might be applied to support different elements of digital literacy, then they could try this quick activity.
  - Firstly, in groups, they would consider a particular technology and its functionality and capabilities.
  - Secondly, they choose a real-life teaching and learning situation that is familiar to them, and then 'test' the technology to see how it could actually be used.
- Trainers and trainees may use 'who-where-when-what-why-how-which' type questions, to prompt thinking:
  - Who is using the technology, who else is there?
  - Where is it happening?
  - When is this – future, how far, when in the day?
  - What are they doing, what does the person using the technology think of it, what does the technology do to help them?
  - Why are they using it, why is it needed?
  - How did they get it, how does it help, how does it promote digital literacy, how do they know it helps, how could it be improved?
  - Which elements of digital literacy development might this support, which core skills are being addressed?

**Activity No. 4: Reflection****(10 min.)**

- Ensure that participants are clear of the tasks for the next sessions (as per the guidance for the next session, below). Additionally, throughout the training, trainers will need to:
  - Document trainees' attendance, participation and performance during session activities.
  - Conclude each session by reviewing what has been learnt, what this might mean for pedagogy and practice and by highlighting areas for further learning and knowledge development.
  - Ask trainees to reflect on how they may change their practice as a result
  - Highlight how the learning might relate to both project work and content of written examinations.
  - Ask participants to share examples, resources or materials on the shared space.

# Understanding the essential elements of digital literacy

(Exploring the essential elements of digital literacy)

**Day: Two**

**Session: Second**

**Time: 1 hour 30 min.**

## Introduction

This session is the continuation of the first session. In this session, trainees will focus on Hague and Payton's model of digital literacy and its essential elements. They will work in a small group to debate key issues and share knowledge and opinion, in advance of preparing a presentation.

**Objectives:** At the end of this session, trainees are expected to develop the ability;

- Debate and understand the essential elements of digital literacy in Hague and Paton's model of digital literacy.

## Material

- Video
- Content related web links

## Major Content

- Hague and Paton's Model of digital literacy
- Belshaw's Model of digital literacy
- Elements of digital literacy (given by Hague and Paton and Belshaw)

## Activity Facilitation Procedure

### Activity No. 1: Scene-setting

**(20 min.)**

- Inform trainees that they are going to watch a YouTube video. Give a link or play video in your screen. Video can be played in the following link <https://www.youtube.com/watch?v=A8yQPoTcZ78>
- Get their viewpoints over the video.

### Activity No. 2: Group work

**(60 min.)**

- Trainees work together in small groups (whether in online break-out rooms or via other communications technology, or face to face mode).
- They should discuss the key elements of digital literacy in Hague and Payton model or Belshaw's model.
- Provide them the following links
  - <https://www.nfer.ac.uk/search/?searchTerm=Digital+literacy>
  - Hague and Paton's model: <https://www.nfer.ac.uk/media/1770/futl06.pdf>

- <https://www.nfer.ac.uk/digital-literacy-professional-development-resource/>
- <https://www.nfer.ac.uk/digital-literacy-professional-development-resource/>
- Belshaw's model: <https://findingheroes.co.nz/2015/06/11/digital-literacy-has-8-essential-elements/>
- Belshaw's book on The essential elements on digital literacies: <http://www.frysklab.nl/wp-content/uploads/2016/10/The-Essential-Elements-of-Digital-Literacies-v1.0.pdf>
- They should choose at least one element to discuss and explore in more detail, sharing any examples, experiences, knowledge or tools that relate to that particular element of digital literacy. One participant from each group should be designated to capture key points from the discussion, using the following headings.
  - Model
  - Element
  - Examples/resources
  - Key issues
  - Gaps in knowledge
- It is quite likely that some trainees will wish to focus on the e-safety component of digital literacy. The following may be provided additional useful input to session and are clips that trainees can easily use with their students to highlight key issues.
  - **e-safety and security resources are:**
    - Your digital footprint: Leaving a mark (InCtrl): <https://www.youtube.com/watch?v=l2EJ2oelEOc>
    - Digital citizenship and safety (UNICEF): <https://www.youtube.com/watch?v=NOIOFRhDnxg>
    - Self-exposure (UNICEF): <https://www.youtube.com/watch?v=vcUuR8HbKl4>
    - Cyber-bullying (UNICEF): <https://www.youtube.com/watch?v=asTti6y39xI>

### Activity No. 3: Reflection

(10 min.)

- Trainees should be reminded of the content and length of their presentations and that their active participation in these sessions is essential. Trainers may want to reiterate this via email/text, or similar communication.

## Understanding the essential elements of digital literacy

(Preparing presentations)

**Day: Two**

**Session: Three**

**Time: 1 hour 30 min.**

### Introduction

Trainees will continue to work to understand model(s) of digital literacy and their key elements. In this session, they will work in groups on their short presentation.

**Objectives:** At the end of this session, trainees will;

- work collaboratively to understand digital literacy and its key elements and to develop a 10 minute presentation.

### Material

- continuation of previous session

### Major Content

- continuation of previous session

### Activity Facilitation Procedure

#### Activity No. 1: Group presentation

**(80 min.)**

- Trainees will build on discussions and knowledge sharing in the previous session and work to complete a short 10-minute presentation on a chosen element(s) of digital literacy. The presentation should use the headings below.
  - Model
  - Element
  - Examples/resources
  - Key issues
  - Gaps in knowledge
- The groups will decide between themselves, who will give the presentation, what medium will be used (e.g., a talk, PowerPoint, word document, video, or other technology), and what specific content will be included. They should also use this session to attempt to address any gaps in knowledge.

#### Activity No. 2: Reflection

**(10 min.)**

Ask trainees the following questions.

- What are the possible elements of digital literacy?
- How do you incorporate the components of digital literacy in your professional learning and students' learning?

# Understanding the essential elements of digital literacy

(Preparing presentations)

**Day: Three**

**Session: first**

**Time: 1 hour 30 min.**

## Introduction

Trainees will continue to work to understand model(s) of digital literacy and their key elements. In this session, they will work in groups on their short presentation.

**Objectives:** At the end of this session, trainees will;

- work collaboratively to understand digital literacy and its key elements and to develop a 10 minute presentation.

## Material

- continuation of previous content (understanding the essential elements of digital literacy)

## Major Content

- continuation of previous content (understanding the essential elements of digital literacy)

## Activity Facilitation Procedure

### Activity No. 1: Lead-In

**(5-10 min.)**

- Depending on time, you may wish to use additional materials or resources to begin the session, for example, videos clips that highlight the models, or which show different elements of digital literacy in practice.

### Activity No. 2: Group presentation

**(75 min.)**

- Trainers should reiterate both the content and purpose (knowledge sharing) of the presentations, and establish a running order. Each group will then give their 10 minutes presentation.
- After each presentation, allow a short time for comments and feedback from the whole group.
- Note down key points from each presentation to include in plenary and to inform the next session.

### Activity No. 3: Plenary/reflection

**(5- 10 min.)**

- Recap the key purpose of the exercise, what trainees have learnt and the key points they may take forward for their project work and in their teaching.
- Participants should share their presentations by uploading them onto the shared space.

# Understanding the essential elements of digital literacy

(Preparing presentations)

**Day: Three**

**Session: Second**

**Time: 1 hour 30 min.**

## Introduction

In 'essential elements' session 5, trainees will reflect on the presentations, ideas and examples from the previous session and consider which would be of value in their own classroom and school contexts.

**Objectives:** In this session, trainees will:

- engage in a knowledge sharing exercise;
- reflect on the presentations;
- consider whether any of the elements, issues raised, or examples given would be of use in their own practice, or be of interest to others in their own setting.

## Material

- continuation of previous content (understanding the essential elements of digital literacy)

## Major Content

- continuation of previous content (understanding the essential elements of digital literacy)

## Activity Facilitation Procedure

### Activity No. 1: Group discussion and reflection

**(40 min.)**

- Trainers should ask trainees to reflect on the presentations and discuss which elements of digital literacy, or ideas raised in the presentations, would be of most interest in their school, to their colleagues and students, and why this may be the case.
- Trainers should also ask trainees if particular elements and examples highlighted might also influence their own future practice.
- Trainers should reiterate that subsequent activities will require them to think about becoming more active in developing their own approaches, practice and pedagogy.
- Trainers should also reiterate that digital literacy means that increasingly the emphasis will be on learning activities that promote creativity, collaboration, and communication in the classroom, with students becoming increasingly active, having a voice and co-constructing learning.
- At the end of this activity, trainers should ask trainees to make any additions and amendments to their presentations in light of discussions.

**Activity No. 2: ICT skills to enhance digital literacy (40 min.)**

- Ask trainees to return to their groups and now focus specifically on ICT and the ways these might enhance different elements of digital literacy.
- Remind them these could include the technologies they encountered in ICT Phase 1 but can include all manner of other complex and simple technologies.
- Bring the group back, go through each element in turn, and ask groups to give feedback, thoughts and examples.

**Activity No. 3: Plenary/reflection (10 min.)**

- At the end of this activity, trainers should ask trainees to make any additions and amendments to their presentations in light of discussions and then upload these to the shared space (or send through to the trainer) as evidence of their input and engagement with the activities.

# Understanding the essential elements of digital literacy

(Preparing presentations)

**Day: Three**

**Session: Third**

**Time: 1 hour 30 min.**

## Introduction

In 'essential elements', session 6, trainees will be asked to produce a short communication highlighting the importance of digital literacy and why practice should change in their own school setting.

**Objectives:** In this session, trainees will:

- produce a short communication/message using digital tools to convince others to change their practice and incorporate digital literacy.

## Material

- continuation of previous content (understanding the essential elements of digital literacy)

## Major Content

- continuation of previous content (understanding the essential elements of digital literacy)

## Activity Facilitation Procedure

### Activity No. 1: Creating short communication message

**(60 min.)**

- Trainees will be asked to create a short communication for colleagues back in their own school, or who are part of another group or network. The aim of this communication message will be to highlight the importance digital literacy and the need to change practice in their-own practice/schools.
- This can be in the form of a tweet, text message, short presentation, word document, a video, or any other digital form. This might provide a good opportunity for trainees to try a new ICT.
- For this task, they can work alone or in their groups. Whilst the precise focus should be chosen by trainees, areas considered might include, for example:
  - Why digital literacy is important?
  - Elements of digital literacy and why they are important for learning
  - Enhancing digital literacy in particular subject/learning area
  - Resources or policies to support digital literacy development
  - The need for change

### Activity No. 2: Reporting

**(20 min.)**

- Each individual trainee should do report back in a rapid-fire manner, presenting, or outlining their communication in 60 seconds or less.

**Activity No. 3: Plenary/reflection****(10 min.)**

- Ask trainees to recall the whole concept under elements of digital literacy.
- End the session by reflecting on the outcomes and praising trainees effort and learning.
- Ask questions relating to:
  - How they would convince others in their own school/setting that there is a need for change?
  - How they might go about sharing knowledge and resources amongst colleagues and wider groups?
- Ask trainees to upload the communications to the shared space.

## Mapping and sharing resources

(Buddying and knowledge sharing)

**Day: Four**

**Session: First**

**Time: 1 hour 30 min.**

### Introduction

Trainees will share resources and examples they have found. In pairs or small groups, they will work to consider digital literacy informed guidance and 'policies' that may support developments using ICT in their own practice and/or school context. They will work with buddies/close friends and consider the concept of communities of practice (CoP).

**Objectives:** The overall objectives of the 'mapping and sharing resources' sessions are to support trainees in finding and sharing resources and examples of good practice and get into the habit of working collaboratively. In particular, they should consider digital literacy informed guidance and 'policies' that may support developments in their own context and teaching. Specifically, they should be engaged in:

- Researching, mapping and sharing existing policies, resources, tools and examples of digital literacy in practice
- Developing their own ideas for policies, sharing resources and working in communities of practice.

In this session, trainees will;

- be paired with 'buddies/friends' to begin work on knowledge exchange activities.

### Material

- Handouts/reading excerpts

### Major Content

- Mapping resources
- Searching and collecting resources
- Adaption of materials

### Activity Facilitation Procedure

#### Activity No. 1: Revision and highlighting the session

**(10 min.)**

- Overview the activities, learning and the key issues to date. Reemphasize that the focus of these is on collaboration, cooperation and knowledge sharing.

#### Activity No. 2: Buddying up

**(60 min.)**

- Get participants to pair or 'buddy' up (2 or 3 trainees maximum) as a source of mutual support and motivation. Trainees might wish to buddy up on the basis of their general interest, subject, level or interest in a particular technology, for example.
- Tell trainees that there is much evidence to suggest that working with 'buddies' can provide additional motivation, incentive and provide a sounding board for sharing ideas, information and knowledge.

- Tell them that their 'buddy(s)' will also provide an additional source of support as you begin to develop your ideas for the project work, later in the training.
- Ask trainees to work now work with their buddies (in digital break-out rooms, if the technology permits, or alternatively, outside of the training meeting) to take part in a knowledge exchange exercise.
- During their initial discussions, they should:
  - make brief introduction
  - highlight experiences and interests
  - discuss their experience and knowledge of ICT
  - identify gaps in knowledge and skills that they would like to address.
- However, the main purpose of the initial discussions will be to identify a shared area of interest in relation to developing digital literacy in their own settings, so that they can begin to explore research and build up a bank of useful resources.

**Activity No. 3: Confirmation of same interest buddies (15 min.)**

- Trainers should ask trainees to re-join the main group and ask the buddy groups to each highlight any areas of mutual interest in relation to digital literacy and the use of ICT and to give an indication as to where they might search for further related resources?

**Activity No 4: Reflection (5 min.)**

- Remind trainees that the purpose of this session was to work with their buddies in order to develop a bank of resources that will help them produce guidance or policies, suitable for use in their own settings.
- Additionally, throughout the sessions, trainers will need to:
  - Conclude each session by reviewing what has been learnt, what this might mean for pedagogy and practice and by highlighting areas for further learning and knowledge development.
  - Ask trainees to reflect on how they may change their practice as a result.
  - Highlight how the learning might relate to both project work and content of written examinations.
  - Ask participants to share examples, resources or materials on the shared space.

## **Mapping and sharing resources**

(ICT and digital literacy policies and guidance)

**Day: Four**

**Session: Second**

**Time: 1 hour 30 min.**

### **Introduction**

In 'mapping and sharing' session 2, trainees will find out more about digital literacy informed guidance and 'policies' that may support developments using ICT in their own practice or school context.

**Objectives:** In this session 2, trainees will;

- engage in knowledge exchange activities to find out more about digital literacy policies and guidance that may be useful in their own settings.

### **Material**

- Handouts/reading excerpts

### **Major Content**

- Mapping resources
- Searching and collecting resources
- Adaption of materials

### **Activity Facilitation Procedure**

#### **Activity No. 1: Facilitated discussion**

**(60 min.)**

- Trainees will take part in a facilitated discussion. They will be asked to highlight any digital literacy or ICT policies and guidance that they are aware of. Guidance and policies may include: those that are used in trainees own schools or settings; used elsewhere nationally; or widely available guidance or policies, including international publications and resources.
- Trainees should note down any they feel are useful or of interest.
- The trainer should capture brief details and develop a document to share with whole group after the end of the session (uploaded to the shared space).
- Trainees will be asked to look at this document and add further details for the benefit of others.

#### **Activity No. 2: Policies, guidance, and other resources**

**(25 minutes)**

- Trainers should show and share a small selection of other materials with trainees, such as videos, policies, guidance case studies, and other resources relating to digital literacy and the use of ICT. These may help them start to build up a bank of resources.
- Remind trainees their resources should be linked to elements of digital literacy (Hague and Payton model, highlighted below).
  - Creativity

- Critical thinking and evaluation
- Cultural and social understanding
- Collaboration
- The ability to find and select information
- Effective communication
- E-safety
- Trainers should then ask trainees to work with their buddies in the following session in order to begin to further develop a bank of guidance, information and policies that relate to their specific areas of interest.

**Activity No. 3: Plenary/reflection**

**(5 min.)**

- Trainers should recap key points, guidance and policies identified and clarify the task for the next session.

## Mapping and sharing resources (Building a bank of resources)

**Day: Four**

**Session: Third**

**Time: 1 hour 30 min.**

### Introduction

In 'mapping and sharing' session 3, trainees will continue to work with their buddies to build up a bank of resources that could inform digital literacy policies and guidance in their own settings.

**Objectives:** At the end of this session, trainees will;

- work together researching policies and guidance and build a bank of resources that could inform developments in their own setting.

### Material

- Handouts/reading excerpts

### Major Content

- Shared spaces- Slack, Google class, Moodle, etc.
- Resources of interest

### Activity Facilitation Procedure

#### Activity No. 1: Developing/collecting resources

**(80 min.)**

- Trainees spend the session working and searching for resources with their buddies in order to begin to develop a bank of guidance, information and policies that relate to their specific areas of interest.
- At the end of the session, trainees must share their knowledge with the whole group on the shared space.
- The template below can be used to capture key details. Highlight that it includes a section for them to outline any next steps and possible actions.

*Worksheet 2: Collecting resources*

Area of interest	
Policies and guidance	
Element of digital literacy	
Location (url/link)	
Examples of ICT use (if applicable)	
Next steps and actions	

- Trainees should upload these materials to a shared space like Slack, Google Class, Moodle, etc. so that other participants may see them.

**Activity No. 2: Reflection****(10 min.)**

- Trainers should use materials produced as additional evidence of active participation in the training and offer praise to trainees for developing materials.
- Ask the following to review the whole discussion.
  - What are the shared spaces to upload documents? Can you tell some?
  - What are the possible resources that can be uploaded in the shared spaces?

## Mapping and sharing resources (Exploring communities of practice)

Day: Five

Session: First

Time: 1 hour 30 min.

### Introduction

In 'mapping and sharing' session 4, trainees will explore the concept of communities of practice (CoP) and consider how they may be helpful in supporting trainees' professional development in relation to digital literacy.

**Objectives:** At the end of this session, trainees will:

- explore the concept of communities of practice.

### Material

- Handouts/reading excerpts

### Major Content

- Community of practice

### Activity Facilitation Procedure

#### Activity No. 1: Concept of Community of practice

(40 min.)

- Start the session by recapping the buddying exercise and highlight key points (and any emerging outcomes). Highlight the benefits of buddying and that the resources trainees have found and produced may end up having a positive effect on practice.
- Overview this session and introduce trainees to the concept of communities of practice (CoP). The intention is to help trainees think how they might work with others locally, nationally and internationally to collectively develop their own knowledge, and practice.
- Begin by asking if any of the trainees are familiar with the concept.
- Ask trainees to then read the following overview of communities of practice.

*Hand out 6: Community of practice*

#### **Communities of Practice (CoP)**

The concept of a community of practice is associated with cognitive anthropologist Jean Lave and educational theorist Etienne Wenger and was explored in detail in their 1991 book 'Situated Learning'.

In short, a community of practice is a group of people who share a concern or interest in something and who collaborate and interact regularly in order to learn more about the subject and how to do things better. Communities of practice engage in a process of collective learning.

However, three characteristics are crucial to a community of practice, which make it different from merely a community, or collection of people

- The domain: it has a clear identity defined by a shared domain, or area, of interest. Membership implies a commitment to that domain/area and a shared (aspirational) competence that distinguishes its members from other people.
- The community: Members engage in joint activities, collaborative and collective actions and discussions help each other, and share information and resources.
- The practice: A CoP is not merely a community of interest but is a community of practitioners, with a shared set of resources, experiences, tools and ways of approaching and solving problems.

It is the combination of these three elements that constitutes a community of practice. They might work together toward: problem solving; seeking experience; reusing assets; coordination and strategy; building an argument; supporting developments; documenting projects; seeking and sharing resources and advice; mapping knowledge and identifying gaps; arranging visits and exploring one another's practice.

See also: Etienne and Beverly Wenger-Trayner (2015). An Introduction to communities of practice: A brief overview of the concept and its uses.

<https://wenger-trayner.com/introduction-to-communities-of-practice/>

#### **Activity No. 2: Value of Community of practice**

**(40 min.)**

- Ask participants for their feedback and questions.
- Create a discussion about the potential value of setting up and/or joining a community of practice.
- Ask if participants are part of a CoP, or know of any active CoP's related to digital literacy or other areas of interest?
- Highlight that involvement in a community of practice can be an effective form of professional development.
- Ask how they might take things forward and gain and share knowledge in a CoP(s)? Capture key points.

#### **Activity No. 4: Plenary/reflection**

**(10 min.)**

- Reiterate the key points and the benefits there can be in both buddying and also working with a community of practice.

- Close the session by telling trainees they should work with their 'buddies' for the next session to identify potential communities or networks to join, or even identify those that might need to be set up in order to support their knowledge and professional development.
- Ask them to submit a short overview (50-100 words) of what was discussed and planned at the end of the session. This should be uploaded to a shared online space, and/or sent to the trainer as evidence of participation.

## Mapping and sharing resources (Communities of practice)

**Day: Five**

**Session: Second**

**Time: 1 hour 30 min.**

### Introduction

In 'mapping and sharing' session 5, trainees will work with their buddies to examine the concept of communities of practice and to explore if there are communities of practice that may support their professional development in relation to digital literacy.

**Objectives:** At the end of this session, trainees will;

- work with their buddies to explore communities of practice that can support their professional development in relation to digital literacy.

### Material

- Handouts/reading excerpts

### Major Content

- Community of practice

### Activity Facilitation Procedure

#### Activity No. 1: Developing of Community of practice

**(85 min.)**

- Trainees will return to work with their 'buddies' in order to identify communities of practice, or networks, to enhance their knowledge and practice in relation to digital literacy. These might include local, national or international communities or networks. They might also identify gaps, where there is potential to develop new communities of practice, or networks.
- Trainees should submit a short overview (50-100 words) of their discussions and any actions they intend to take, as a result. This should be uploaded to a shared space, or sent to the trainer as evidence of participation.

#### Activity No. 2: Reflection

**(5 min.)**

- Ask trainees the following questions.
  - What is the benefit of using community of practice (CoP)?

## Digital literacy, pedagogy and learning (Learner voice, activities and SWOT analysis)

Day: Five

Session: Third

Time: 1 hour 30 min.

### Introduction

In 'digital literacy, pedagogy and learning' sessions, trainees will focus specifically on the ways in which ICT can be utilized to empower pupils and support greater learner voice through collaboration, communication and creativity. Trainees will also learn about the potential impacts of home-school-community links and consider how ICT can facilitate these in their own context.

In 'digital literacy pedagogy and learning' session 1, trainees will explore and discuss the concept of 'learner voice' and explore conceptual models that should inform their thinking and practice.

**Objectives:** The overall objectives in these sessions are to support trainees to explore the ways in which ICT can be utilized to empower pupils and support greater learner voice. Specific objectives for these sessions require trainees to explore and consider:

- The participatory nature of digital literacy practice and pedagogy
- Empowering pupils using ICT
- Promoting communication, collaboration and creativity
- Digital literacy in practice
- Home-school-community links
- Pedagogy and practice transformation (empowering pupils and learner voice)

In the first session of this topic, trainees will:

- be introduced to, and discuss, the concept of learner voice, and why it is important
- explore models to inform their thinking and practice

### Material

- Handouts/reading excerpts

### Major Content

- Community of practice

### Activity Facilitation Procedure

#### Activity No. 1: Exploring learner voice and engagement

(40 min.)

- Supporting learners to be active participants in the learning process is central to digital literacy. Learners need to be able to develop skills and abilities through active and dynamic learning experiences and using ICT offers numerous ways to enable learners to become co-constructors of their own learning experiences.

- Begin the session by asking participants to read the following text and to then be prepared to feedback, offering their views on the benefits of (strengths), and obstacles to (weaknesses) developing learner voice.
- Suggest that they use the top rows of the table below (Strengths and Weaknesses). This can provide the basis of a subsequent SWOT analysis.

*Hand out 7: What is learner voice?*

### **What is learner voice and why is it important?**

Learner voice is about empowering learners by providing appropriate ways of listening to their concerns, interests and needs in order to develop educational experiences better suited to those individuals.

Promoting greater learner voice means providing educational experiences where learners are involved in decisions about how, what and when they learn, with whom, and the type of environments in which this might occur. In short, learner voice is about empowering learners to have greater ownership over the learning process and engaging them as ‘co-designers’ of their own educational experiences.

Research suggests that when learners are engaged in shaping and leading their own learning, this can result in benefits for learners, teachers, the institution and the education system as a whole.

By eliciting the learner’s voice, the learner will:

- feel that their views are taken seriously and that they are more respected
- be better placed to see how their views translate into positive outcomes for their learning
- be more inclined to reflect and discuss their learning as a whole, which is likely to have positive learning outcomes
- develop a range of other core skills essential to learning and life, such as collaboration, communication, creativity, innovation, problem solving, and decision-making skills

Learner voice is sometimes also referred to as student voice, or pupil voice. However, the basic principle is the same. It is about supporting the development of more active, engaged and curious learners.

- Provide the following worksheet to the trainees.

*Worksheet 3: SWOT analysis*

Strength (benefits)	Weakness (obstacles)
Opportunity	Threat

**Activity No. 2:**

**(20 min.)**

- Ask participants to read and discuss the following text (10-15 minutes).
- Then ask them to return to their SWOT document and add and/or amend on the basis any thoughts arising (5-10 min.).

*Hand out 8: Activities to promote learner voice and participation*

There are many different activities that can promote learner voice and active participation, such as:

- encouraging learning by teaching (students teaching others)
- enabling learners to become involved in decision making over school activities, learning approaches and content
- engaging students in action research
- creating ways of finding out students interests and mapping these to learning content or opportunities
- enabling learners to co-construct knowledge
- creating ways and spaces for pupils to share their thoughts in an open and safe way
- facilitating greater collaboration and creativity
- developing student councils, advisors, evaluators, or mentors
- enabling students to use technologies to capture information, images, videos or other information to support learning
- enabling students to use technologies to focus on a particular interest, or concern, in their local context, and using materials as a resource for collaborative learning

**Activity No. 3: Learner voice activity**

**(20 min.)**

- Begin this activity by asking trainees to work with their buddies for the whole of the next session. They will present back to the whole group in the subsequent knowledge sharing session (digital literacy, pedagogy and learning, session 3).

- Trainees should work with their buddies to outline a technology supported learner voice activity that they feel would be useful in their own teaching or school.
- Ask participants to briefly consider the various technologies and tools they encountered in the ICT Phase 1 training. For example, Windows applications, social media, web 2.0 tools, audio, video, mobile phones, cameras and applications, or any other ICT tools and resources that have the potential to enhance learner voice. Ask prompt questions to identify any examples participants may be aware of and how these increased student participation and engagement.
- Ask participants to consider how technologies may be used to support the following:
  - active student participation
  - learning from and with learners
  - knowledge creation
  - collaboration
  - communication
  - creativity
- In preparation for the following session, remind trainees they will be working with their buddies to produce a draft outline of a learner voice activity they could apply in their own teaching or setting and prepare to present this back to the whole group in the subsequent session. They should use a table such as the one below to capture their thoughts.

*Worksheet 4: Learner voice activity*

Learner voice activity (title)	
Who will be involved (age, numbers etc.)	
Focus (subject and/or skills development)	
Technology used	
Process/approach	
How will this promote learner voice?	

- Tell trainees they should also work together on a joint SWOT analysis of their proposed learner voice activity and include this in their presentation.
- Also ask them to upload any 'learner voice' examples (technology enhanced, or otherwise) to the shared space.

- Highlight that this may be a good opportunity for those thinking about the learner voice related project work.

**Activity No. 4: Plenary/reflection**

**(10 min.)**

- Remind trainees of the tasks for the next two sessions and that they will be again working with their buddies.
- Remind them they will be working on a draft outline of their own ICT supported learner voice activity, undertaking a SWOT analysis, and collecting and uploading examples.

## Digital literacy, pedagogy and learning (Presentation preparation)

Day: Six

Session: First

Time: 1 hour 30 min.

### Introduction

In 'digital literacy pedagogy and learning' session 2, trainees will be working with their buddies to develop a brief outline of a learner voice activity they might use in their own teaching or context. They will discuss, debate and outline a potential activity, justify how it enhances learner voice, state who would be involved, what technology would be used, and what the process might be. They will also perform a brief SWOT analysis and prepare a 10 minute presentation for the next session.

**Objectives:** At the end of this session, trainees will:

- discuss, debate and outline a learner voice activity they could undertake in their own setting
- undertake a brief SWOT analysis of the proposed activity
- produce a brief presentation for the next knowledge sharing session.

### Material

- Worksheets

### Major Content

- Digital literacy pedagogy and learning

### Activity Facilitation Procedure

#### Activity No. 1: Exploring learner voice and engagement

(30 min.)

- Trainees should briefly discuss, debate and identify a learner voice activity. They could undertake in their own context. They should capture their thoughts under the headings such as those in the table below.

#### *Worksheet 5: Learner voice activity*

Learner voice activity (title)	
Who will be involved (age, numbers etc.)	
Focus (subject and/or skills development)	
Technology used	
Process/approach	
How will this promote learner voice?	

**Activity No. 2:****(20 min)**

- Trainees should perform a brief SWOT analysis on their proposed activity, discussing the various strengths, weaknesses opportunities and threats to undertaking such an activity in reality.

***Worksheet 6: SWOT (Strengths, Weaknesses, Opportunities, Threats)***

<b>Strengths (benefits)</b>	<b>Weaknesses (obstacles)</b>
<b>Opportunities</b>	<b>Threats</b>

**Activity No. 3: Presentation preparations****(35 min)**

- Trainees should prepare a brief 10 minute presentation in advance of the following knowledge sharing session.

**Activity No. 4: Reflection****(5 min.)**

- Ask trainees the following questions.
  - What are the ways of engaging learners?

# Digital literacy, pedagogy and learning

(Knowledge sharing presentations)

**Day: Six**

**Session: Second**

**Time: 1 hour 30 min.**

## Introduction

In session 3 (day 6, session 2) trainees will present their proposed ICT supported learner voice activity, outlining who would be involved, the process, which technologies would be used and what the learning focus would be. They will also then talk through their SWOT analysis.

**Objectives:** At the end of this session, trainees will:

- Present their outline learner voice activities and their SWOT analysis
- Discuss, debate and share knowledge in relation to each presentation
- Consider the participatory nature of digital literacy practice and pedagogy

## Material

- Worksheets

## Major Content

- Presentations
- Feedback

## Activity Facilitation Procedure

### Activity No. 1: Presentations

**(1 hour 15 min.)**

- Each pair of trainees will present their outline activity and go through their SWOT analysis.
- Trainees should offer feedback on one another's work, suggesting ways to overcome any weaknesses and threats and also what other technologies might be used to enhance the activity.
- Trainers should capture key ideas, points and examples.

### Activity No. 2: Plenary/reflection

**(15 min.)**

- Trainees should be encouraged to reflect on the best examples or ideas they have heard in the session and how these might change their practice.
- Trainers should ask trainees to upload their work to the shared space, if applicable, and also to upload any good examples of learner voice in practice.
- Trainers should ask trainees to think about the content of the session and how this might relate to their own choice of project work.

# Digital literacy, pedagogy and learning

(Revisiting learner voice: levels of participation)

**Day: Six**

**Session: Third**

**Time: 1 hour 30 min.**

## Introduction

In 'digital literacy pedagogy and learning' session 4 (day 6, session 3), trainees will revisit their learner voice activities and reconsider them in light of the models and elements of digital literacy explored previously. Trainees should understand that in using technologies and developing digital literacy, there are also significant opportunities to enhance learner voice and enable learners to develop a range of core and essential skills for learning and life.

**Objectives:** At the end of this session, trainees will:

- Further develop their outline learner voice activities after reconsidering the key elements of digital literacy
- Engage in debates about the possibilities to develop digital literacy and learner voice activities and incorporate these in their teaching
- Consider, debate and reflect on the 'depth' of learner voice activities, pupil participation and learner empowerment.

## Material

- Worksheets
- Hand out

## Major Content

- Elements of digital literacy
- Strategies of learner involvement

## Activity Facilitation Procedure

### Activity No. 1: Question and discussion

**(40 min.)**

- Engage trainees in a facilitated discussion.
- Ask them to keep in mind the key elements of digital literacy in Hague and Payton and Belshaw's models when thinking about their own learner voice activities.
- Ask them to reflect on the activities they outlined in the previous sessions, and how they might develop them further after reconsidering the various elements of digital literacy (below).
- Ask them to go back to their own activities and SWOT analysis and amend these in light of discussions.

### ***Hand out 9: Hague and Payton's Model***

<ul style="list-style-type: none"><li>• functional skills</li><li>• creativity</li><li>• critical thinking and evaluation</li><li>• cultural and social understanding</li></ul>	<ul style="list-style-type: none"><li>• collaboration</li><li>• the ability to find and select information</li><li>• effective communication</li><li>• e-safety</li></ul>
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### ***Hand out 10: Belshaw' Model***

<ul style="list-style-type: none"><li>• cultural</li><li>• cognitive</li><li>• constructive</li><li>• communicative</li></ul>	<ul style="list-style-type: none"><li>• confidence</li><li>• creative</li><li>• critical</li><li>• civic</li></ul>
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### **Activity No. 2: Strategies/activities of learner involvement**

**(40 min.)**

- Trainees should now be made aware that there are also different 'depths', or levels, of learner participation and voice. Trainers should engage trainees in discussions about how to support deeper learner engagement.
- The table below draws on Arnstein's 'ladder of participation' and Hart's work on children's participation. It shows that children's involvement in their learning can occur on a number of levels, with activities ranging from those described as 'non participation', to those that are fully participatory and active ('learner empowerment').
- Get trainees to look at the table below.
- Once they have done this, facilitate a discussion about the different levels of participation and what the different levels might look like in practice. Ask trainees to debate the differences and offer examples, if they are aware of any.
- Ask trainees how they feel technologies could support greater participation and voice.
- Ask them to reflect on how their proposed learner voice activities could be changed to support greater learner empowerment.
- Present them the following hand out and ask them to go through them.

*Hand out 11: Activities to participate learner*

#### **Manipulation**

Manipulation occurs when adults use young people to support causes and pretend that the causes are inspired by young people. However, young people do not understand the process of participation or their role in it.

<b>Decoration</b>
Decoration occurs when young people are used to help or bolster a cause in a relatively indirect way. Whilst adults do not claim the activity is inspired by young people, it remains an adult led activity and young people are not consulted or involved in its design.
<b>Tokenism</b>
Tokenism occurs when young people appear to be given a voice, but in reality, have little or no choice about what they do or how they participate.
<b>Assigned but informed</b>
Assigned but informed occurs when young people are assigned a specific role and are informed about how and why they are being involved.
<b>Consulted and informed</b>
Consulted and informed is when young people give advice on projects or programmes that are designed and run by adults. Young people are informed about how their input will be used and the outcomes of the decisions made by adults.
<b>Adult-initiated, shared decisions</b>
Adult-initiated, shared decisions occur when projects or programs are initiated by adults but the decision-making is shared with young people. Participatory action research is a good example.
<b>Young people-initiated and directed</b>
Young people-initiated and directed activities occur when young people both initiate and direct the activity, project or programme. Adults are involved largely in a supportive role.
<b>Young people-initiated, shared decisions with adults</b>
This happens when activities are initiated by young people and decision-making is shared between young people and adults. These projects fully empower young people while at the same time enable them to learn from the life experience and expertise of adults

- Get trainees' voice too. They might share their unique experiences. They can be benefitted to each other.
- In reality, of course, all forms of participation may be appropriate in certain circumstances, such as when young people need adult support and guidance. Young people are also likely to experience different levels of participation in different aspects of their lives and learning simultaneously. The key aim however, is to create more situations whereby learners have a voice and develop the skills and abilities to lead meaningful activities, projects and programmes they have been actively involved in designing.

### **Activity No. 3: Plenary/reflection**

**(10 min.)**

- Ask participants to consider how they might change their practice to promote greater learner voice, participation and learner empowerment.

- Ask trainees to reflect on the ways that technologies might support such approaches.
- Tell trainees to consider possible connections with their own project work.

# Digital literacy, pedagogy and learning

(Home-school-community links)

**Day: Seven**

**Session: First**

**Time: 1 hour 30 min.**

## Introduction

In 'digital literacy pedagogy and learning' session 5 (day 7, session 1), trainees will consider home-school-community links and the benefits that can arise from developing effective links. They will also consider how ICT might offer new opportunities to develop such connections and how digital literacy can be developed as a result of doing so. Whilst it may not be obvious how digital literacy and home-school-community links are connected, developing effective connections can have a range of benefits and new technologies can increase the number of opportunities, places and spaces for learning and the range of knowledge, skills and people with whom children and young people learn.

**Objectives:** At the end of this session, trainees will explore:

- Home-school-community links and their benefits;
- How the development of home-school-community links can influence pedagogy, teaching and learning;
- The role technology can play in developing and enhancing home-school-community links;

## Material

- Worksheets
- Hand out

## Major Content

- Home-school-community links
- Role of technologies to establish link between home-school-community

## Activity Facilitation Procedure

### Activity No. 1: Question and discussion

**(15 min.)**

- Introduce the session and highlight the trainees will focus on home-school-community links, their importance and the role new technologies may play in developing such links.
- Ask trainees to read the following text.

### **The benefits of home-school-community links**

Research has shown that increasing and improving home-school-community links can have a range of positive impacts, including: improved attainment; better learning outcomes; increased attendance; improved confidence and social skills development; and improved engagement and communication with others.

Good home-school-community communication and relationships have been shown to raise learning expectations, improve the quality of education, and increase the number and diversity of learning opportunities and spaces children encounter. Developing home-school-community links has been used as a beneficial strategy to enhance positive school environments and can strengthen effective leadership.

In addition, there can be a range of wider benefits for learners, teachers, schools, parents and the wider community alike. Home-school-community links can increase communication and learning discussions with parents and others. However, they are often most beneficial when families and communities are also seen as potential sources of knowledge and experience to support, enhance and broaden children's learning experiences.

Children's learning is not limited to the time they spend in school. They learn in different ways, in a wide range of different contexts and settings, with, and from, different people. Effective home-school-community links can be developed effectively if teachers can find opportunities for students, families and the community to share knowledge and skills gained through home, family or community experiences, and where meaningful and relevant learning activities are developed around these.

#### **Activity No. 2:**

**(40 min.)**

- Split the whole group into 4 to work in breakout rooms, if the technology permits.
- Ask each group firstly discuss the benefits of home-school-community links and also any challenges they might face in developing effective links with parents and the individuals in the wide community.
- Trainees should give examples of any home-school-community links they may be aware of, especially those supported by ICT.
- They should note any key points from their group conversations ready to feedback to the whole group, using the following headings

*Worksheet 7: Home-school-community links*

Benefits	
Challenges	
Examples	
Technologies	

**Activity No. 3: Sharing**

**(30 min.)**

- Bring the whole group back together to share their knowledge, key points, ideas and examples. As an alternative way of organising the activity, trainers could ask each group to consider and code the different ideas and examples presented by others, as outlined below.
  - Red – There is danger in this idea, or there is not a chance this could happen in my school now.
  - Amber – this idea interests us because... / I think this idea would work in our schools – we are ready for this.
  - Green - This is a great idea/ we are already doing (attempting/capable of) this in our schools.
- Consider how the groups allocate different colours to each example and probe the reasons behind this.

**Activity No. 4: Reflection**

**(5 min.)**

- At the end of the session, facilitators should ask participants to consider what general implications for pedagogy and practice there may be in developing home-school-community links.
- Ask trainees to also consider what they have learnt and how this might inform their project work.

## Digital literacy, pedagogy and learning (Home-school-community links: further exploration)

**Day: Seven**

**Session: Second**

**Time: 1 hour 30 min.**

### Introduction

In 'digital literacy pedagogy and learning' session 6 (day 7, session 2), trainees will continue to explore home-school-community links and consider how digital technologies could be used to develop or improve such relationships and empower students in doing so.

**Objectives:** At the end of this session, trainees will:

- Explore and understand home-school-community links
- Consider digital literacy in practice
- Identify an aspect, or activity, related to home-school-community links that could be developed in their own school

### Material

- Worksheets
- Hand out

### Major Content

- Home-school-community links
- Role of technologies to establish link between home-school-community

### Activity Facilitation Procedure

#### Activity No 1: Lead- In

**(10 min.)**

- Provide trainees the following link and ask them to surf the web link.
  - <https://www.nfer.ac.uk/connecting-digital-literacy-between-home-and-school/>
- Ask them to jot down some of key features of home-school-community link.
- Put their raw information on home-school-community link for whole class discussion.

#### Activity No. 1: Question and discussion

**(30 min.)**

- Ask participants to read the following text.
- Facilitate a brief discussion. Ask for initial thoughts, comments and ideas on the six activities outlined in the text below.
- Use prompt questions to identify prior knowledge, experience and examples of similar practice, and in particular, ones where digital technologies have been used to support and enhance activities.

### **Digital literacy at home, school and beyond**

The research literature highlights the effective home-school-community relationships that can have positive impacts on children's learning. Other research also shows that many parents, whilst often generally positive about digital technologies, are sometimes uncertain about e-safety and security, digital literacy, and how best to support their children in effectively using new technologies.

Like many other schools around the globe, you may wish to consider developing initiatives that involve parents and possibly other stakeholders in the wider community such as businesses, not for profit organisations, children's services, libraries, community groups or even other schools. This can be undertaken in numerous ways, but could include activities, such as:

- after school 'drop in' surgeries helping parents and others to understand digital literacy and how new technologies may be used for learning
- Knowledge exchange activities: Identifying particular skills which teachers, parents and students have and sharing these at informal workshops or 'expert clinics'
- Researching parent's (and other's) views and understanding of digital literacy. This could take the form of a few simple questions to explore parent's understanding, or could consist of interviews with a small number of parents to ascertain their perspectives and knowledge
- Students as researchers: In order to develop a range of other skills and abilities, it might be feasible to engage students themselves in exploring parent's understanding and skills relating to digital literacy and the use of technology. This might include a range of data gathering techniques, from questionnaires, online surveys, interviews, workshops, and so forth
- Learning about digital literacy from the wider community. This could include developing sessions where people from the wider community and local economy talk about the importance of digital literacy and new technologies
- Developing community-wide action plans and lobbying to raise the profile of the need to develop digital literacy. If there is a lack of information, policies and guidance in your context, you may wish to begin to develop appropriate resources, and gather the support of others in doing so. You could always engage learners in key roles in doing so.

**Activity No. 3: Group work****(30 min.)**

- Ask again participants to work with their buddies/close friends.
- Trainers should now ask each group to consider and code the six different activities listed in the text (above) as outlined below.
  - Red – There is danger in this idea, or there is not a chance this could happen in my school now.
  - Amber – this idea interests us because... / I think this idea would work in our schools – we are ready for this.
  - Green this is a great idea/ we are already doing (attempting/capable of) this in our schools.

**Activity No 4: Discussion****(25 min.)**

- Bring the whole group back. Consider how the different groups allocate different colours to each example and probe the reasons behind this.
- Trainers should highlight that these are just a few of numerous possibilities for developing home-school links.

**Activity No. 5: Plenary/reflection****(5 min.)**

- Ask trainees to reflect on what they have learnt and highlight some of the key points from the session.
- Ask them to consider whether they might take forward such activities in their own school, and which technologies they might use to do so.
- Remind them how these sessions might align with the project work.
- Request that trainees upload any relevant examples, resources or information to the shared space.

## Enhancing pedagogical and academic competencies

)(rethinking lesson plans and activities

Day: Seven

Session: Third

Time: 1 hour 30 min.

### Introduction

In the 'enhancing pedagogical and academic competencies' sessions, trainees will focus on utilizing ICT tools to improve teaching and learning. In particular they will consider pedagogical approaches and tools that seek to that promote learner voice, core skills and digital literacy in their own practice.

In the first session, trainees will work to develop a lesson plan or learning activity. They will consider how this might be redesigned to support digital literacy, home-school-community links, core skills development, and also the role digital technologies might play in this. They will be asked to reflect on the changes to practice and pedagogy that would be needed to deliver such lessons or activities.

**Objectives:** The overall objectives for the 'enhancing pedagogical and academic competencies' sessions are to:

- Develop lesson/learning plans (incorporating ICT tools and applications, including those utilized in Phase 1)
- Consider changes to pedagogy and practice (empowering pupils, learner voice, and core skills development)
- Review progress and consider next steps

In this session, trainees will:

- Develop a lesson plan or learning activity
- Consider how these activities can support digital literacy, learner voice, and core skills development
- Consider which technologies might enhance these activities, and how?
- Reflect on changes in pedagogy and practice that will be required to deliver such lesson or activity?

### Material

- Worksheets
- Hand out

### Major Content

- Home-school-community links
- Role of technologies to establish link between home-school-community

## **Activity Facilitation Procedure**

### **Activity No 1: Lead- In**

**(45 min.)**

- Trainers should firstly briefly outline the content and requirements for the four 'enhancing pedagogical and academic competencies' sessions.
- Trainees should then organise trainees into small groups (minimum of 4), if the technology permits) and ask them to:
  - Discuss particular subjects, lessons or learning activities that their students find difficult, uninteresting or challenging.
  - Discuss why they feel this is the case and what might be done to address this?
- After each trainee has discussed a challenging subject, lesson or learning activity, the group should then choose one specific example to focus upon and redesign together. They will need to present this to others during the next activity (activity 2). Trainees will need to ask each group to assign a role to take brief notes.

### **Activity No. 2:**

**(30 min)**

- Once the whole group have reconvened, trainees should ask the scribe for each group to give a brief overview of the challenges in all the lessons and activities discussed, and also then highlight the specific one the group has chosen to focus on to develop.
- During this knowledge exchange activity, trainers should ask the whole group to consider whether they experience similar challenges to those being outlined and discussed, and also to consider how these might be overcome in their own context.

### **ActivityNo. 3:**

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- In preparation for the next session, trainers should now ask trainees to consider the following two questions, as these will provide part of the focus for the next session and help them to start amending and redesigning their chosen lesson/activity:
  - How might digital technologies enhance such lessons, or learning activities, and how?
  - Which elements of digital literacy might be developed to enhance learning experiences?
- Be sure to highlight that merely incorporating technologies into lessons is unlikely to significantly enhance a lesson.
- Ask them instead to think about how the use of technology changes pedagogy and practice, relationships and experiences.

- Remind trainees to refer back to the models and elements of digital literacy (Hague and Payton and Belshaw). Tell them to also consider whether learners will be more active, engaged and empowered as a result? Will the incorporation of technology lead to a more dynamic and participatory experience?
- Finally, ask trainees to collect and share any examples of the use of digital technologies that address challenges and lead to a more dynamic and active learning experience. This will form a focus at the beginning of the following session.

**Activity No. 5: Plenary/reflection**

**(5 min.)**

- In addition to setting out the key questions and focus of the next session, throughout the sessions, trainers will need to:
  - Ask participants to share examples, resources or materials on the shared space.

## Enhancing pedagogical and academic competencies

(Digital literacy lesson planning)

**Day: Eight**

**Session: First**

**Time: 1 hour 30 min.**

### Introduction

In this session, trainees will work to redesign a lesson plan, incorporating technology and digital literacy. They will also consider how they might change the design of the lesson/learning activity to empower learners and enhance learner voice.

**Objectives:** At the end of this session, trainees will:

- Develop a lesson plan/learning activity to address a key learning challenge (incorporating ICT tools and applications, including those utilized in Phase 1)
- Consider changes to pedagogy and practice (digital literacy, learner empowerment and learner voice)

### Material

- Worksheets
- Hand out

### Major Content

- Model of lesson plan
- Technology an lesson planning

### Activity Facilitation Procedure

#### Activity No 1: Technology and lesson planning

**(30 min.)**

- Trainers should introduce the session and then begin by asking for any examples of technology use to address the lesson, or learning activity, chosen by each group in the previous session.
- Trainers should then provide additional examples of technologies that might be used effectively to empower learners, facilitate learner voice and active participation. The trainer will need to highlight which element(s) of digital literacy could be developed, any core skills that might be enhanced, and why changes to pedagogy and practice may be required.
- The trainer should explain the remaining activities for the session(s). Ask trainees to return to their small groups for the next activity.

**Activity No. 2: Choosing technology and element of digital literacy (45 min.)**

- Trainees should now return to their small groups to focus on their chosen lesson or learning activity. They should discuss and debate the the following and decide the technologies (there may be more than one) they would choose to enhance their lesson or learning activity, and why? They should also identify the elements of digital literacy being developed.
  - How might digital technologies enhance lessons, or learning activities, and how?
  - Which elements of digital literacy might be developed to enhance learning experiences?
- To support this activity, trainees should also use a lesson, or learning plan, such as the one below. Trainers and trainees may have other formats they prefer to use.

*Worksheet 8: Model of lesson planning*

<b>Learning Plan</b>	
Subject/Course	
Topic	
Lesson Title	
Level	
Duration	
<b>Learning Objectives</b>	
Overall	
Digital literacy	
Learner voice/empowerment	
Core Skills	
Other	

<b>Summary of Key Tasks</b>
<b>Technologies Used</b>
<b>Pedagogical Approach</b>
<b>Additional Materials</b>

- To make this exercise more interesting, trainees could also choose to assign each other one of the following ‘champion’ roles. As well as working collaboratively on learning plan and finding a solution to the learning challenge, these ‘experts’ will focus on particular aspects to ensure each is considered sufficiently.
  - **Technology champion:** This person will focus specifically on how digital technologies will enhance learning. They may consider a range of technology ‘solutions’ to the learning challenge.
  - **Digital literacy champion:** This person will focus on the different elements that could and should be developed during the learning experience.
  - **Learner empowerment champion:** This person will focus specifically on how learning activities might be redesigned to empower learners, promote greater learner voice, and encourage greater ownership and active learning?
  - **Core skills champion:** This person should consider how learning activities could be redesigned to support the development of other core learning skills?

**Activity No. 3: Group division**

**(10 min.)**

- Trainees should briefly prepare for the next session, where the groups should split into two. One group should explore the technology they have chosen to use in their learning/lesson plan. The other will continue to refine the learning plan

**Activity No. 4: Reflection**

**(5 min.)**

- Ask trainees briefly review the whole discussion made in this session.

## Enhancing pedagogical and academic competencies

(Digital literacy lesson planning)

**Day: Eight**

**Session: Second**

**Time: 1 hour 30 min.**

### Introduction

In this session, trainees will continue to work in small groups to develop their learning plans and explore technologies to support them in developing more engaging learning experiences. They will work to prepare a short presentation for the following session.

**Objectives:** At the end of this session, trainees will:

- redesign a lesson plan(s) (using ICT tools and applications, including those utilized in Phase 1) to promote digital literacy, learner voice and empowerment and core skills;
- work on their presentations for the following session.

### Material

- continuation of previous session

### Major Content

- Lesson planning
- Lesson presentation

### Activity Facilitation Procedure

#### Activity No 1: Planning and sharing

**(75 min.)**

- Trainees should continue to work in their small groups for this session. However, the group should split into two. One half of the group should explore the technology they have chosen to focus on and the elements of digital literacy the technology can facilitate. The other half of the group should continue to refine their learning plan. Both groups must prepare materials ready to present back (10 minutes) to the whole group in the following session. They will need to come back together briefly at the end of this session to discuss their presentation(s).
- Those focusing on technologies and digital literacy should do one of the following:
  - briefly use or demonstrate the technologies in question, outlining the possible ways in which elements of digital literacy can be enhanced (this may be dependent on technological restraints)
  - prepare a document, video, presentation, or talk, covering the key points in the table below

Technology	
Where can it/they be found?	
Url/site/location	
Functionality (what it can do/perform)	
What elements of digital literacy can it support?	
Why is it useful for the learning area/challenge?	
Are there examples in practice?	

**Activity No. 2: Sharing**

**(10 min.)**

- The two sub-groups should reconvene to discuss how they will present their work. They will present materials to others as part of an information and knowledge exercise. This will benefit the whole group and provide ideas for enhancing digital literacy and improving pedagogy and practice.

**Activity No. 3: Reflection**

**(5 min.)**

- Ask trainees to reflect what activities they did in this session.

## Enhancing pedagogical and academic competencies

(Presenting plans and ideas)

**Day: Eight**

**Session: Third**

**Time: 1 hour 30 min.**

### Introduction

In this final ‘enhancing pedagogical and academic competencies’ session (day 8, session 3), trainees will present (10 minutes) their revised learning plans and highlight the technologies they intend to use and how these will support digital literacy development.

**Objectives:** At the end of this session, trainees will:

- present and share revised learning plans
- identify the ways in which technologies will be incorporated
- demonstrate how digital literacy, core skills and learner voice will be enhanced
- reflect on learning, review progress and identify next steps.

### Material

- continuation of previous session

### Major Content

- Presentation and feedback

### Activity Facilitation Procedure

#### Activity No 1: Presentation

**(70-80 min.)**

- Trainers should reiterate the purpose of the sessions and that this knowledge sharing activity should help trainees consider their next steps in developing digital literacy in the classroom.
- Trainers should organize the running order of group presentations.
- Each trainee group should present for approximately 10 minutes, five minutes to give an overview of the lesson plan, and five minutes on the use of technologies and digital literacy.
- Brief feedback should be invited following each presentation.
- Trainers may suggest that trainees organize their thoughts around the following questions.
  - What was good about the content of the presentation?
  - Could this be improved or utilized to suit the context?
  - How will this help me and my students?

**Activity No. 2: Discussion****(5-10 min.)**

- At the end of the session, trainers should review key points and issues, especially in relation to changes in pedagogy and practice and ways of addressing other learning challenges.

**Activity No. 3: Plenary/reflection****(5 min.)**

- Review the key learning from the four sessions and ask trainees to reflect on 'what next' in terms of developments in their own contexts and teaching.
- Remind trainees to upload their work to the shared space.

## **Presentation of learning experiences and sharing feedback & project work**

(Project work preparations)

**Day: Nine**

**Session: First**

**Time: 1 hour 30 min.**

### **Introduction**

In these sessions, each participant will develop ideas for their project work. Trainees will undertake four projects, consisting of two mandatory projects (projects 1 & 2) and two from the other four options (projects 3-6). In the 'presentation of learning experiences and sharing' sessions, trainees will engage in knowledge sharing activities and support one another as they develop their own projects.

**Objectives:** In this session, the key objective is to;

- organise trainees into groups to address project work and prepare for sharing knowledge and ideas.

### **Material**

- ....

### **Major Content**

- Planning project work
- Working collaboratively to share draft ideas and approaches

### **Activity Facilitation Procedure**

#### **Activity No 1: Project work discussion**

**(20 min.)**

- Introduce this session. Highlight the emphasis has now shifted toward their project work and that they will work collaboratively to support one another as they begin to design their own work.
- Remind trainees of the different pieces of project work (given in TRM) and what they are expected to complete.
- Ask for any questions and provide clarifications on the nature and requirements of project work.
- Trainees will need to carry out four pieces of project work and present a report for each, in order to complete the training and demonstrate their understanding and abilities. Below are outlines of six pieces of project work. Projects 1 and 2 from the list are mandatory, whereas, trainees can choose any other two projects from projects 3 - 6.

#### **Activity No. 2: Designing project work in groups**

**(40 min.)**

- Organize trainees into six different groups, keeping the buddy pairs/groups together.

- Assign each of the six groups a different piece of project work to focus upon, so that all project work areas are covered.
- Trainers should either set up or get trainees to set up, an online 'group' for each project. This could be a Facebook page/groups, an online files haring space (such as Dropbox, box, Google Drive, OneDrive, etc.) or messaging group app (e. g. WhatsApp, Viber, Signal, Telegram).
- The purpose of these groups will be for providing support, sharing ideas and a place for trainees to discuss their project work. These should be accessible to everyone for the duration of the project work development and beyond the end of the training.
- Additionally, trainers should set up folders or a space, for each project work area on the shared space/drive. This should be where trainees upload their draft materials.
- Remind trainees to share materials and examples of their draft project work for comments and feedback and demonstrate possibilities to others.

**Activity No. 3: Consolidation**

**(20 min.)**

- Ask for questions and clarify any queries trainees may have regarding the project work. It is vital to ensure trainees know precisely what they have to do, how to do it, and by when.
- Tell trainees that for the next session (day 9, session 2), they will revert to working with their buddies to develop a draft outline for one piece of project work (one for each buddy) and be prepared to give a 'rapid-fire' presentation to the whole group (day 9, session 3).
- Trainees may want to use headings such as those outlined in the table below to help with their initial thinking and planning.

Project number and focus	
Subject/learning area(s)	
Digital literacy learning area	
Key elements of digital literacy	
How will it enhance digital literacy?	
What technology is being used and how?	
What core learning skills might it help learners develop?	

How will it change pedagogy and practice?	
What more do I need to know?	
How could it be improved?	
What are my next steps?	

**Activity No. 4: Plenary/reflection**

**(10 min.)**

- Ensure participants are clear on the task for the next two sessions, to work with their buddies to develop a draft outline, and prepare a rapid-fire presentation (5 min. maximum, depending on group size).
- Remind them of the group space and its purpose as a source for support throughout project work development.
- Remind them that they will need to add their draft outlines to the shared space for others to explore.

## **Presentation of learning experiences and sharing feedback & project work**

(Preparing draft project work outlines)

**Day: Nine**

**Session: Second**

**Time: 1 hour 30 min.**

### **Introduction**

Working with their buddies, trainees will develop draft outlines their ideas for their project work and be prepared to present this in the following session. The purpose is to engage in knowledge sharing and collaboration activities as trainees develop their own projects.

**Objectives:** The key objectives of this session are to:

- plan project work and prepare an outline draft;
- develop and share draft outline ideas;

### **Material**

- Outlines of project work
- Sample project works if necessary

### **Major Content**

- Planning project work
- Working collaboratively to share draft ideas and approaches

### **Activity Facilitation Procedure**

#### **Activity No 1: Drafting and outlining project works**

**(85 min.)**

- Trainees will work with their buddies to produce one draft outline (each) for a piece of project work. The table given above (day 9, session-first) can be used to help organize their thoughts. These outlines will be presented to the whole group in the next session.

#### **Activity No. 2: Reflection and consolidation**

**(5 min.)**

- Ask trainees about the process of identification of areas for topic selection, process of carrying out project work.

## **Presentation of learning experiences and sharing feedback & project work** (Rapid-fire presentations)

**Day: Nine**

**Session: Third**

**Time: 1 hour 30 min.**

### **Introduction**

In this session, trainees will present their draft outline of a piece of project work.

**Objectives:** The key objectives of this session are to:

- Share knowledge through rapid-fire presentations of a draft outline of a piece of project work
- Learn from and with others through knowledge exchange
- Revisit and refine plans and gather ideas for additional project work

### **Material**

- Drafts prepared by the trainees

### **Major Content**

- Rapid-fire presentations
- Uploading project drafts in shared space like Slack, Google class, etc.

### **Activity Facilitation Procedure**

#### **Activity No 1: Rapid-fire presentation**

**(80 min.)**

- Introduce the session. Tell trainees the main purpose of the session is for knowledge sharing and to learn from others to inform their own project work.
- Inform trainees this is a rapid-fire, knowledge sharing presentation session. Each participant will have a short time to communicate their ideas to others (maximum 5 minutes, depending on group size). The trainer will indicate (alarm, bell, noise etc.) when their time is up. Do this in a fun and light hearted way in order to inject energy into the session and to keep participants focused, clear and brief.
- Remind participants that this is a first attempt, so their ideas will not be judged. The main purpose is to listen, share, take notes and get ideas from others.
- Presentations should be organized by project work number/area, as this will enable participants to learn in a more coherent way from a number of different presentations and ideas.

#### **Activity No. 2: Uploading in shared space**

**(10 min.)**

- Ask trainees to upload their draft outlines to the shared space after the session.

## **Presentation of learning experiences and sharing feedback & project work**

(Project work further development)

**Day: Ten**

**Session: First**

**Time: 1 hour 30 min.**

### **Introduction**

In the final 'presentation of learning experiences and sharing' session, trainees can work either with their buddies, with another trainee, or individually, to further to develop their existing project outlines or to work on additional outline drafts for the three additional pieces of project work.

**Objectives:** The key objectives of this session are to:

- Plan in-school project work
- Share draft work with the wider group

### **Material**

- Drafts prepared by the trainees
- Worksheet- reviewing tools

### **Major Content**

- Working on draft projects
- Reviewing tools- WWW and EBI

### **Activity Facilitation Procedure**

#### **Activity No 1: Working on projects**

**(40 min.)**

- Trainees will continue to work on their draft project work, either individually, with their buddies, someone new, or even in a small group. They can choose to work on the existing draft, or begin drafts for their remaining three pieces of project work.

#### **Activity No. 2: Tools for reviewing projects**

**(45 min)**

- In reviewing their draft project work outlines, and thinking how they may be improved, there are a number of tools trainees could use. For example, the SWOT analysis (already used) could be a useful tool for this process.
- Trainees might also like to consider using a variation of the WWW (what went well), EBI (event better if) tool. This is normally used to evaluate workshops, activities, lessons, and the like. However, it can easily be adapted for reviewing project work. For example, trainees could consider their draft project(s) to date, and firstly discuss and reflect on what works well (WWW) in their contexts, or settings. Secondly, they could then discuss how the draft activity could be improved (even better if?). They should also capture any actions and consider their next steps required to improve their work.

*Worksheet 9: tools for reviewing*

WWW (what works well?)	EBI (even better if?)
Actions and next steps	

**Activity No. 3: Plenary/reflection**

**(5 min.)**

- Trainees should upload their drafts to the shared space so that they can be viewed by others.
- Ensure that trainees are aware of the requirements for project work and the examinations.
- Remind trainees to continue to use their online groups as spaces for support and encouragement.

## Miscellaneous

(Training Examination)

Day: Ten

Session: Second

Time: 1 hour 30 min.

### Introduction

Currently practiced Teacher Professional Development Training based on Teacher Professional Development Framework 2072 demands to assess trainees' knowledge, skills, attitude and behavior (composite of competency). This is the second last session. At this session, trainer should arrange the questions based on the Specification grid prepared by Centre for Education and Human Resource Development (CEHRD). There will be total 25 marks where three types of questions under two sets.

- Set: A (Subjective)
  - 1 long question carrying 5 marks
  - 5 short questions, one carrying 3 marks
- Set: B (Objective)
  - 10 multiple choice questions (MCQs)
  - 1 question carries 0.5 mark

**Objectives:** The key objectives of this session are to:

- Assess trainees' knowledge and skills on digital literacy
- See the progress of trainees on digital literacy
- Check on trainees' attitude and behaviour

### Material

- Two sets of questions

### Major Content

- Examination
- Specification grid of Pattern of questions

### Activity Facilitation Procedure

#### Activity No 1: Orientation and preparing for the exam

(5 min.)

- Ask trainees to put their doubts, curiosity and any other kind of queries on the topic of digital literacy if they want to ask. Respond if any unanticipated issues raised by the trainees.
- Inform them that they are going to attend exam of whole ten days' TPD training.
- Tell them about the pattern of questions that they are going to face.

**Activity No. 2: Setting the context****(5 min.)**

- Set a room for the exam. Arrange desks and benches where two (not more two) trainees sit for the exam.
- Manage both sets of questions. Ask trainees to have seat according to their symbol number.

**Activity No. 3: Conduction of exam****(80 min.)**

- Inform trainees that first there will be objective test. Objective test should be done within 10 minutes. Then, subjective test starts. Second paper takes time of 60 minutes. Altogether, there will be of 70 minutes exam.
- Start the exam.
- After 70 minutes, ask all to submit their paper. Collect paper and put safely for the scoring and result.

## **Miscellaneous**

(Appraisal and Closing)

**Day: Ten**

**Session: Second**

**Time: 1 hour 30 min.**

### **Introduction**

This is the last session of whole 10 days TPD training. At the last time, we need to evaluate effectiveness and efficiency of training. Trainees get post training survey where they can put their experiences and feelings for the further betterment if any.

**Objectives:** The key objectives of this session are to:

- Get trainees' feedback
- Evaluate the whole training activity

### **Material**

- Post training survey

### **Major Content**

- Feedback from the trainees
- Closing the whole 10 days training activity

### **Activity Facilitation Procedure**

#### **Activity No 1: Using post training survey**

**(60 min.)**

- Provide to each trainee post training survey form (hard copy if it is face to face training and upload it in shared space- Slack, Google class, Moodle, etc. if it is online virtual training).
- Tell them that they have to submit it within 15 minutes (if they have internet problem in online virtual mode, they can take photos via their mobile and submit through available and accessible digital tools like WhatApps, Vibre, Messenger, Facebook group, emails, uploading in shared space, etc.).

#### **Activity No. 2: Direction, guidance and closing**

**(30 min.)**

- Finally, give trainer's viewpoint over the whole training activity. Training Chief of the PETCs should also join the appraisal and closing session so that s/he can give overall direction and guidance for what trainees should do in the school based project.
- Say thanks to all the trainees for their active and creative participation, and close the face to face or online virtual 10 days TPD training. Also inform them that their school based project starts from the next day.