Basic concept of ICT in Education
(Understanding the importance of ICT in Education)

Day: One	Session: One	Time: 1 hour 30 min.

Introduction

In the digital era, it is becoming very difficult to function in life and in work without some knowledge of how to use technology. Technology has become increasingly important for our students' future employability and their ability to become participating members of society. As teachers we need to make sure we are helping our students to make good use of technology in the classroom that will help them in their day-to-day lives. As teacher trainers we need to make sure we are preparing teachers and giving them the ability to use technology in a way that will enhance their students' learning and benefit them in their ability to study effectively. In this session, we will look at some of the frameworks for understanding how we can use technology to meet our students' needs.

Objective

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

- Tell the importance of instructional technology in Nepalese context
- Familiarize with the 21st century learning needs
- Use ICT in teaching and learning

Material

- Nepalese ICT policy for education
- World Economic Forum Top 10 Skills for Employability 2025: https://www.weforum.org/agenda/2020/10/top-10-work-skills-of-tomorrow-how-long-it-takes-to-learn-them/
- Handout 1: Maslow's Hierarchy of Needs
- Handout 2: Technology and Meeting Needs

Major Content

- Nepalese ICT policy for education
- Technology skills and employability
- Maslow's hierarchy of needs

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: Sharing Technology Experience   **(15 min.)**
- Put the trainees into small groups of 4 – 5.
- Ask them to share their experience of using technology both inside the classroom and in their daily lives and find out who in their group uses technology most inside and outside the classroom.
- Get some feedback from the trainees about their existing experience both inside and outside the classroom.

Activity No. 3: Instructional Technology in the Nepalese Context   **(20 min.)**
- Put the trainees into new groups and ask them to share and make notes of any knowledge they have of the Nepalese ICT policy for education.
- Monitor while the groups discuss and share what they know and try to assess which are the stronger participants.
- Present the ICT policy for education and cover the main points.
- Ask the trainees if they have any questions about it and clarify and answer their questions.

Activity No. 4: Technology Skills and Employability   **(20 min.)**
- Ask the trainees to think about what employability skills their students will need for the workplace over the next decade.
- Put the students into groups and ask them to brainstorm 10 – 15 skills that they think may be essential.
- Ask the groups to share what they think are the most important ones.
- Tell the trainees that the World Economic Forum regularly creates a list of top 10 skills for employability.
- Give them a link to the article and ask them to check the list of skills and see how many are the same as the ones in their own list.
  Link: World Economic Forum list of top 10 skills and competencies for employability 2025:
  https://www.weforum.org/agenda/2020/10/top-10-work-skills-of-tomorrow-how-long-it-takes-to-learn-them/
- Ask the trainees which of the skills on the list surprised them most.

Activity No. 5: Maslow and Educational Technology   **(10 min.)**
- Ask the trainees what they know about 'Maslow's Hierarchy of Needs'.
- Get the trainees to share what they know.
- Allow them to make guesses and write them up on the board.
- Now, give them Handout 1 and ask them to read and check their assumptions.

Handout 1: Maslow's Hierarchy of Needs


Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs was originally developed by Abraham Maslow in his 1943 paper 'A Theory of Human Motivation'. Maslow studied what he called 'exemplary people' and looked at how and what motivated them. His research included Albert Einstein, Jane Addams, Eleanor Roosevelt, and Frederick Douglass. Maslow also studied the healthiest and highest achieving 1% of college students.

As a result, he developed the hierarchy of needs as an attempt to describe what people need to achieve fulfilment in their lives. This is what Maslow describes as 'self-actualisation'.

This hierarchy is divided into five levels in the form of a pyramid moving from the sections at the bottom, providing for our basic physiological needs of food and shelter, to the level of 'self-actualisation' at the top.

This paradigm is a useful one for education because it can help us to focus on the purpose of education – helping students to realise their own potential and lead fulfilling lives – rather than completing abstract syllabus goals.
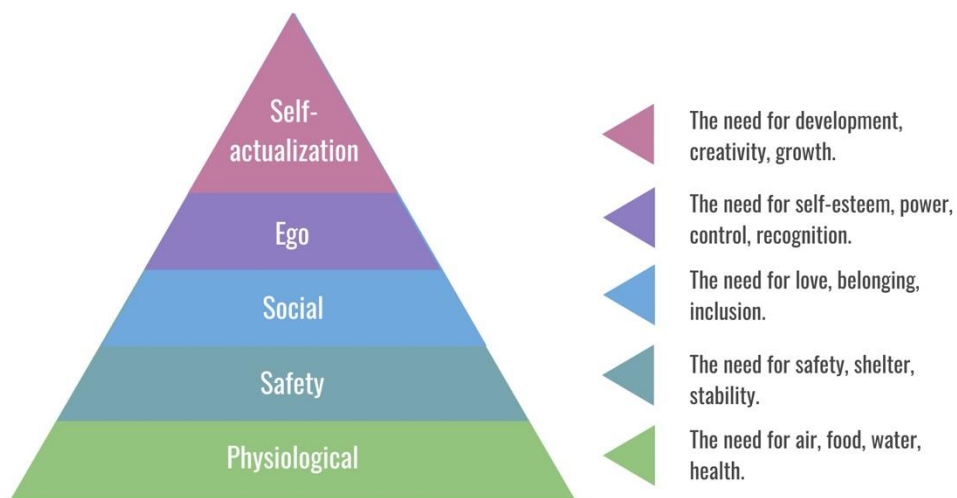
Source: A Theory of Human Motivation - by Abraham H. Maslow

The relevance to educational technology is that it can help us decide which tools we choose to use with our students and how we enable our students to use these tools.

Activity No. 6: Educational Technology Meeting Needs   (10 min.)
- Ask the trainees to think about how technology and the kinds of technology that can help students at each of these levels.
- Give the trainees Handout 2 and ask them to match the five descriptions of technology use onto the five levels described by Maslow.

- Ask the trainees to compare their answers.
- Show them the infographic slide at: https://view.genial.ly/611281c069de6d0dacf64124
- Click on the level titles and they will show the students the answers.

Handout 2 Technology and Meeting Needs

Technology and Meeting Needs

Which of these descriptions matches each of the levels of Maslow's hierarchy?

1. We can help students create a personal learning network and enable them to share knowledge with others. We can help them to develop their abilities to become more autonomous learners and critical thinkers.

2. We can help students to understand how to use digital tools to create and share a range of original digital artifacts. These artifacts can help them to realize their own creative and artistic ideas and share their culture, personal beliefs, and world view with the world.

3. We can help students use technology as a communication tool and enable them to use things like video conferencing, emails, text messages, and a range of other tools to take part in online discussion. We can help them create a positive online profile and participate responsibly within social networks.

4. We can teach students about e-safety and a range of practices to protect themselves online. We can help them understand the role of digital footprint and how they can use the internet to help manage their time and finances.

5. We can teach students how to use basic websites and apps that enable them to order goods and services online, check out health problems, participate in civic function and access financial services.

Activity No. 7: Reflection   **(5 min.)**
- Ask the trainees to think about the similarities and differences between Maslow's Hierarchy of needs and the World Economic Forum's list of 10 skills for employability.
- Check to see if the trainees have any questions and clarify any problems they may have.

Basic concept of ICT in Education
(Understanding how ICT supports students' future goals)

Introduction

The speed of change and the development in new technologies is very fast. In order to apply technology to learning, teachers need to be able to understand the context in which they are working and see the existing connections between how they use technology inside and outside the classroom to enable their students learning. They also need to look to the future to see what education can become and how they need to develop to exploit the potential of technology in the future.

Objective

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

- Use of technology to enable students for the future workplace
- Exploit technology to enhance students learning

Material

- Nepalese ICT policy for education plan.
- Handout 3 – Visioning future practice

Major Content

- Use of technology in education practices in Nepal
- Visioning the future of education

Activity Facilitation Procedure

Activity No. 1: Lead-in   (15 min.)

- Review the main learning points from the previous session. Ask the trainees:
    - What was new for you?
    - What surprised you most?
    - What do you most want to know more about?
- Give the trainees some time to discuss their answers together in pairs or small groups of 3 – 4 and then get some feedback.

Activity No. 2: ICT in education practices in Nepal   (15 min.)

- Ask the trainees to think about how the Maslow's Hierarchy of Needs and the workplace skills described in the two previous documents are expressed within the Nepalese ICT policy for education plan.
- Get some feedback from the trainees and help to clarify.

Activity No. 3: Examining existing practice   (20 min.)

- Ask the trainees to look back Maslow's Hierarchy of Needs.
- Ask them to think about how they are developing each of the five levels with their students.

- Give them some time to think about this and then put them into small groups of 4 – 5 to share information about their exiting practice.
- Get some feedback from the trainees and share some of the ways you develop these areas in your own teaching and training.

Activity No. 4: Visioning future practice   **(30 min.)**
- Give trainees Handout 1.
- Ask them to think about the classroom they work in at present and how they develop digital skills and literacies.
- Give them a few moments to think and then ask them to draw a picture in box 1 of the Handout that represents their classroom now (Tell them that their art skills aren't important).
- Next ask them to think about the future and what they would like to be able to do in their ideal classroom of the future.
- Ask them to make a drawing that represents this in box 8.
- Now ask them to think about the steps and changes that will be necessary for them to transform their existing situation into their ideal situation in the future.
- Tell them to make drawings in the remaining boxes to show what changes they will need to make.
- Put them into pairs and ask them to share what steps they need to take to achieve their future objectives.

Handout 3: Visioning future practice

1. **Now**	2. Step 1	3. Step 2	4. Step 3
6. **Step 4**	6. Step 5	7. step 6	8. In the future

Example

2. **Now**	2. Step 1	3. Step 2	4. Step 3
7. **Step 4**	6. Step 5	7. step 6	8. **In the future**

Activity No. 5: Reflection   **(10 min.)**

- Put the trainees into small groups and ask them to reflect on the challenges they face with integrating technology into their lessons.
- Ask them which ones they think are the biggest challenges and how they can overcome them.

Operating system and hardware requirements
(Understanding the Operating System)

Introduction

Understanding the computer operating system and how it enables the different parts of the computer to work is very important. The operating system allows the different parts of the computer to connect and communicate with each other. In this session, the trainees will learn about the OS and how to install a range of open source software onto the computer.

Objective

In this session, trainees will be expected to understand and demonstrate knowledge of the following:
- Use the operating system
- Find and select open source software
- Install open source software

Material
- Handout 4: How a Computer Works
- Handout 5: Labelled Computer Diagram
- Gimp Image editing Software: https://www.gimp.org/
- Free and open sorce software directory: https://freeopensourcesoftware.org/index.php/Applications
- The Best Android Apps of 2021: https://uk.pcmag.com/gallery/130549/the-best-android-apps-for-2021

Major Content
- Knowledge of operating systems
- The computer OS for teaching and learning
- Installing software
- Open source software

Activity Facilitation Procedure

**Activity No. 1: Knowledge of operating systems**   **(20 min.)**
- Ask the trainees: What is an operating system and what does it do?
- Ask the trainees to draw a picture/diagram of the operating system and the other elements of the computer such as the hard drive, applications, etc.
- Give them some time to draw and compare their drawings with a partner.
- Show the trainees a graphic of an operating system (Handout 2) and how it works with the other parts of the computer. Ask the trainees to identify the parts of the diagram.
- When they have finished, show them the completed diagram on Handout 3.

Handout 4: How a Computer Works

Handout 5 Labelled Computer Diagram
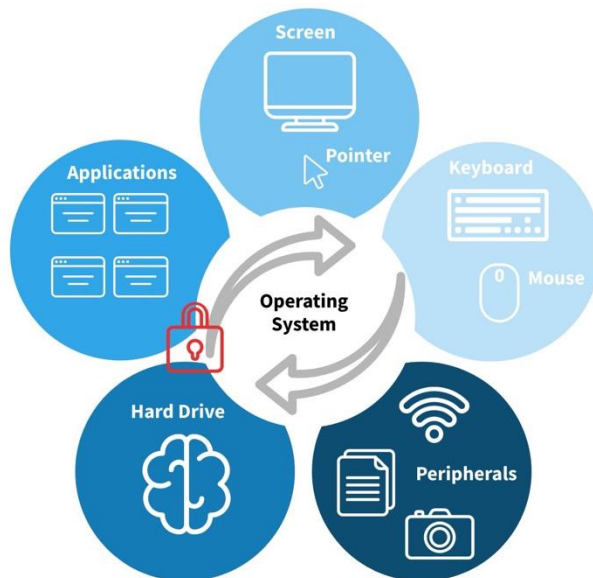
Activity No. 2: The OS for teaching & learning   (10 min.)

- Put the trainees into groups.
- Ask the trainees to look at the diagram and the different parts of it and to discuss what each part does and what its role is in teaching and learning.
- Get some feedback from the students and clarify their understanding.

Activity No. 3: Installing software   (20 min.)

- Ask the trainees if they have ever installed new software on a computer.

- Tell them you are going to show them how to install a free image editing application.
- Go to: https://www.gimp.org/
- Download and install the software.
- Ask the trainees to do the same.
- Monitor and help them if they need it.

Activity No. 4: Open source software   (20 min.)
- Tell the trainees there is a lot of free and open-source software available online.
- Show them the link to:
  https://freeopensourcesoftware.org/index.php/Applications
- Ask them to search through the applications and try to find something useful to download.
- If there is time you could also let them instal it.
- Warn them that before downloading and installing any new software they should always make sure their antivirus is up to date.
- Show them how to update the anti virus software.

Activity No. 5: Understanding the mobile OS   (10 min.)
- Ask the trainees to think about their mobile phone.
- Tell them that the mobile phone is a form of small computer.
- Put the trainees into groups and ask them to discuss how the mobile phone is similar to and different from a computer.
- Ask them to draw a diagram similar to the one of the computer.
- Ask the trainees to point out the main differences.

Activity No. 6: Understanding the mobile OS   (10 min.)
- Tell the trainees there are also many free apps for the phone.
- Show them: https://uk.pcmag.com/gallery/130549/the-best-android-apps-for-2021
  Ask them to explore the apps and see if there are any they would like to download.

Activity No. 7: Reflections   (5 min.)
- Ask the trainees to think of the three most valuable things they learned in day one.
- Check to see if they have any questions you can help with.

Operating system and hardware requirements
(File and folder management)

Introduction

In order to organise and find teaching materials and administrative forms and processes, it is important for trainees to understand the computer folder and filing structure and understand the importance of having file naming standards. This can help the trainees organise their own work and make it much easier to work on shared resources with other teachers and avoid confusion. In this session trainees will learn the differences between files and folders and how to follow a useful file naming convention.

Objective

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

- Organise files and folders
- Apply file and folder naming coinventions
- Search for and retrieve files

Material

- Handout 6: Naming File & Folders
- Handout 7: 10 Tips for naming files and folders
- Handout 8: File naming task

Major Content

- Understanding file and folder management
- File naming convention
- Searching for files

Activity Facilitation Procedure

Activity No. 1: Day 1 Review   (10 min.)

- Put the trainees into small groups and ask them to share what they remember from day 1.
- Ask them to use these questions to guide their discussion:
  - What was new for you?
  - What surprised you most?
  - What do you most want to know more about?

Activity No. 2: Understanding file and folder management   (10 min.)

- Tell the trainees they are going to learn about file and folder naming best practice.
- Give the trainees Handout 6 and put them into small groups to discuss the questions together.
- Get some feedback and clarify their answers (see answers below).

Discuss these questions.
1. What is the difference between a file and a folder?
2. Can you put a folder within a file?
3. Can you put a file within a folder?
4. How do you decide what names to give the files and folders?
5. Do you have a file/folder naming convention?
6. What are the advantages of having a file/folder naming convention?

Handout 4: Answers
1. What is the difference between a file and a folder?
   A file is some form of media type (text, image, video or audio, etc.).
   A folder can contain a number of files.
2. Can you put a folder within a file?
   No.
3. Can you put a file within a folder?
   Yes. Folders are intended to help you organise files. You can also put a folder (sub-folder) within another folder.
4. How do you decide what names to give the files and folders?
   You should have a naming convention. These can differ from school to school or person to person.
5. Do you have a file/folder naming convention?
6. What are the advantages of having a file/folder naming convention?
   It can help you to organise your file so that they are easier to find when you need them. The file naming should help to organise the files in order and make it easier to understand the content of the file before opening it.

Activity No. 3: File naming conventions   (10 min.)
- Point out that it important to remember that files and folders will naturally organise themselves in numerical and then alphabetical order but that it is still important to have a naming convention when saving files in folders especially if the files will be used by other people.
- Ask the trainees what information it might be useful to include in the file name of a lesson plan.

They should offer:
- The title/topic of the document
- The date it was created
- The name of the person who created it
- The class/level it was created for (though this could be the name of the folder)
- The version of a file
- Ask the trainees to read Handout 7 and find out each of these parts of the file name should be written.

Handout 7: 10 Tips for naming files and folders

1. Keep folder names short, but meaningful.
2. Avoid repeating words in file names and don't use non-alphanumeric characters in file names, e.g.!? (, etc.
3. Use capital letters at the beginnings of words, not spaces.
4. When you include a number in a file name always make it two-digit number rather than one, i.e., 01, 02 ... 99, rather than 1, 3, 4, unless it is a year or a number with more than two digits.
5. When you include a date in the file name always start with four-digit years, two digit months and two digit days rather than starting with days e.g. 20210715 rather than 15072021.
6. When including a person's name in a file name put the family name first followed by the initials.
7. Order the elements in a file name in the most appropriate way to help you find it later.
8. The file names of correspondence should include the name of the correspondent, an indication of the subject, the date of the correspondence and whether it is incoming or outgoing correspondence.
9. The file name of an email attachment should include the name of the correspondent, an indication of the subject, the date of the correspondence.
10. When creating a new version of a file you should show the version number by adding a letter e.g., version 1 = a, version 3 =b etc.

Activity No. 4: Naming Files   (20 min.)

- Put the trainees into small groups and give them Handout 6.
- Ask them to work together and create a naming convention to name the 3 files.
- Tell them to the 10 tips from the last activity to help them
- Regroup the students and ask them to compare their file naming conventions and see if they are different.
- Remind the trainees that there is more than one correct way to name the files, but it's important that they apply their convention consistently to all files.
- Get some feedback and check that they have followed the best practice tips from Handout 5 and applied them in the same way to all files.
- Ask the trainees to create three empty files using their file naming convention and save them onto their computer.

Handout 8: File naming task

Look at these lesson plan descriptions and create the file names.
1. A lesson about English grammar for primary class 5 that was written by Cheetri Sharma on July 16th 2020.
2. A lesson for secondary class 3 that was written on December 15th 2019 by Kamal Ghimire about volcanoes.
3. A lesson about global warming that was written on September 6th 2019 by Indra Adhikari for secondary class 2 and later changed.

Activity No. 5: Organising your teaching materials   (20 min.)

- Tell the trainees you want them to think about how they will organise their own teaching materials.
- Tell them to create a folder and inside the folder to create more folders for each of the classes they teach.
- Check they have done the task.
- Tell them to create 3 folders within each of the class folders and name these 'Teaching-Materials', 'Student-Work' and 'Admin'.
- Ask them to create one document in each of the folders. In teaching materials, they should create a lesson plan template, in student work they should create homework record sheet and in admin they should create a register. Note: You may need to show them how to do this.
- Ask them what other documents it might be useful to have in each folder.

Activity No. 6: Searching for and finding files   (15 min.)

- Ask the trainees how they find a file on a computer when they don't remember where they saved it.
- Get their suggestions and show them the search function on Windows.
- Ask them what they can type in to help search for the file.
- They should tell you the file name.
- Ask how you can search if you don't know the file name.
    - o   Get the suggestions:
    - o   Date the file was created
    - o   Type of file
    - o   Keywords from the file.
- Show the trainees how to select these options in 'Search by'
- Ask the trainees to search for the files they created in the last activity

Activity No. 7: Reflection   (5 min.)

- Ask the students to think about the benefits of storing their teaching materials digitally.
- Check to see if the trainees have any questions and clarify any problems they may have.

Operating system and hardware requirements
Using ICT peripherals

Introduction

There are a wide range of peripheral devices that can connect to and add to the capabilities of computers. These peripherals range from the necessary ones such as mouse and keyboard that users need to operate the computer to the optional ones such as webcams, printers, USB memory drives, projectors, scanners and microphones. Knowing how to install and use these can enable teachers to increase the potential of the computer as a device for learning and teaching. In this session, trainees will explore some ways they can use peripherals in their teaching.

Objective

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

- Differentiate between various peripheral devices
- Exploit peripheral devices for a range of teaching applications

Material

- Handout 9 Peripherals and how you use them
- Handout 10 How teachers use peripheral devices
- Handout 11 Using peripherals – Task Sheet

Major Content

- Peripheral devices and how they can be used in a teaching context
- How other teachers use peripheral devices

Activity Facilitation Procedure

Activity No. 1: Introducing peripheral devices   (10 min.)

- Put the trainees into groups and ask them to brainstorm peripheral devices that can be used with a computer.
- Set them a time limit of 5 minutes.
- After 5 minutes, stop the trainees and see which group has thought of the most peripherals.
- Get their suggestions and see if any of the other groups can suggest any more.
- Add any that you think they have missed and list them on the board.

Activity No. 2: Accessing and using peripheral devices for learning   (15 min.)

- Put the trainees into small groups.
- Give them Handout 9 and ask them to discuss the questions and find out about other trainees in their group.

- Once they have had the chance to share their experiences and discuss the questions, get some feedback and get trainees to share their experience with the whole class.
- Share your own experiences with the trainees.

Handout 9: Peripherals and how you use them

Discuss these questions in your groups.
1. Which of these computer peripherals do you have access to in your school?
2. How do you use each one with your teaching?
- Scanner
- Digital camera
- Webcam
- Printer
- Flash drive
- Microphone
- Speaker
- Projector

Activity No. 3: How other teachers use peripheral devices **(20 min.)**
- Give the trainees Handout 10. Ask them to read the statements from teachers and try to decide which peripheral they are talking about.
- Put the trainees into groups and ask them to compare their answers and discuss which of the ideas they could use with their own students and what the challenges would be.
- Get some feedback from the trainees and share your own reflections with them.

Handout 10: How teachers use peripheral devices

Here are some examples of teachers talking about how they use peripherals.
Read and decide which peripheral they are talking about and whether you could do the same with your students.

1. I use it to bring experts into the classroom. My students can see and speak to someone miles away or even in another country.
2. I use it to film my students' classroom presentations. Then I show the students the recordings and give them tips on how they can improve their presentation skills.
3. I use it to make copies of my students' handwritten work and save them into a digital portfolio.
4. I use it to make flashcards for my students. I put them onto card and then cover them with plastic to protect them.
5. I use it to play music in the classroom and so that my students can listen to stories.
6. I use it to record my students speaking. Then I can listen later and evaluate their work. I also save all their recordings into a digital portfolio so I can go back and listen to see how much progress they are making.

| 7. | I use it to show students websites and to play online videos. |
| 8. | I use it to store all of my lessons and teaching materials. Then I can take them wherever I go. |

Activity No. 5: Using peripherals   (35 min.)
- Tell the trainees they are going to practice using some of the peripherals.
- Put them into groups of 3 – 4, making sure that each group has one of the strongest trainees in, and tell them they should help each other with the tasks.
- Give them the Handout 11 task sheet.
- Tell them they should work together and try to complete the tasks as quickly as possible, but every trainee in the group must complete each task.
- Tell them they can ask you for help if the whole group is stuck.
- Set them a time limit of 20 minutes.
- Monitor while they work and make sure they are helping each other.

Note: If all the trainees are stuck you may need to demonstrate how to do some of the tasks.

Handout 11: Using peripherals – Task Sheet

Complete these tasks

Task 1 – Using your Phone

- Take a photo of a piece of written work or a picture using your phone.
- Transfer it to the computer.
- Save it with a new file name to a folder on your computer.
- Share it with another trainee.
- Print a copy of it.

Task 2 – Using a Microphone

- Use the computer microphone to record a short audio recording for your students.
- Save it to a folder on your computer.
- Give it an appropriate file name.
- Share it with another trainee.

Task 3 – Recording a Video

- Use the webcam on the computer or you phone and record a video introducing yourself to your students.
- Save it to a folder.
- Give it an appropriate file name.
- Share it with another trainee.

Task 4 – Creating a Backup Copy

- Use a USB drive and copy the files you have created onto it.
- Copy the files to an online folder either on Google Drive, One Drive or DropBox.

Activity No. 4: Reflection   (10 min.)
- Ask the trainees to think of one new way they could use one of the peripherals to make a change in their teaching practice.
- Ask the trainees to share their ideas with the class (or in groups if you prefer)

The Word Processor 1
(Word-processing and how to format and print document)

Introduction
Word processing is one of the most useful and frequently used applications for teachers. We can use it to create a wide range of worksheets, lesson plans and teaching materials in digital format. The word processing application is a versatile tool and can do many things to make teachers' work look more attractive and professional, and to save time. Teachers need a good understanding of the application interface to understand how to make most of the word processing software. In this session, trainees will learn how the icons and menus on the interface work and how they can produce and print documents for use in the classroom.

Objective
In this session, trainees will be expected to understand and demonstrate knowledge of the following:
- Create and edit documents
- Print documents and worksheets to use in the class

Material
- Handout 9: Understanding Icons
- Handout 10: Formatting a document

Major Content
- Software interface and functions of MSWord
- Understanding how these enhance teaching materials
- Creating and printing worksheets

Activity Facilitation Procedure
Activity No. 1: Knowledge Sharing　　　　　　　　　　　　　(10 min.)
- Put the trainees into small groups of 3 - 5 and ask them to share their experience of word-processing.
- Ask them to share what they know and how they have used it in their teaching context.
- Get some feedback and find out what the trainees already know.

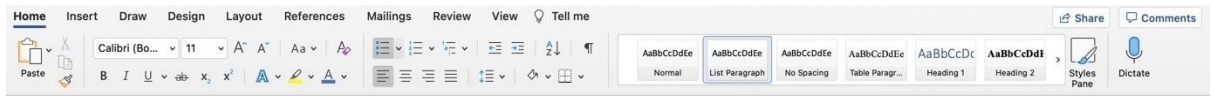### Activity No. 2: Understanding Word Menus　　　　　　　　　(10 min.)
- Open Word on your computer and show the trainees the top tool bar with the main dropdown menus.

Word	File	Edit	View	Insert	Format	Tools	Table	Window	Help

- Point to each one and see if the trainees can tell you what function they can find on that menu.

- Show the trainees the dropdown menus and give an explanation of the functions that can be found on the menu.
- Show the trainees the sub menus and tell them about the group of functions that these menus can be used for.

## Activity No. 3: Understanding Icons   (10 min.)

- Tell the trainees they are going to find out how to do some basic word-processing tasks.
- Tell them that to do these tasks they need to know which icons to use and where to find them.
- Give the trainees Handout 9 and ask them to look at the software interface, find the icons and find out what they do.
- The trainees can work alone or in pairs.
- Give them time to explore and work through the questions then get them to exchange partners and compare their answers.
- Elicit the answers and show and demonstrate the function of each icon.

<div align="center">Handout 9 Understanding Icons</div>

Look at these icons and answer these questions.
- Under which menu can you find each icon?
- What does the icon do?

1.

2.

3.

4.

5.

6.

7.

8.

9.	**B** *I* <u>U</u>
10.	(clipboard icon) ⌄
11.	Calibri (Bo... ⌄ 11 ⌄
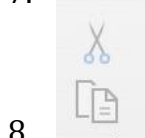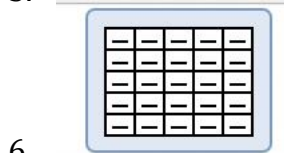
Activity No. 4: Formatting text **(30 min.)**
- Give the trainees a digital copy of Handout 10 that they can open on their computer.
- Ask them to look at the two texts and notice the differences.
- Now ask the students to change the text in the first column so it is the same as the one in the second column.
- Give the trainees time to complete the work then put them into pairs and ask them to check each other's work to see if everything is correct.
- Get the trainees' attention and then work through the text and show them how to format it (Also show them how to cut and paste on the bullet points so it is in the correct place).

Handout 10: Formatting a document

Why teach word-processing?	**Why teach word-processing?**
Word-processing is a very valuable skill to have for both teachers and learners.	Word-processing is a very valuable skill to have for both teachers and learners.
Teachers	**Teachers**
As teachers we can:	As teachers we can:
Create attractive worksheets and print them for students.	• Create attractive worksheets and print them for students.
Make our materials look more professional.	• Add images, tables and graphs.
Save our materials digitally so we can review, reuse and edit them.	• Make our materials look more professional.
Add images, tables and graphs.	• Save our materials digitally so we can review, reuse and edit them.
Learners	**Learners**
We also need to help students learn word-processing because:	We also need to help students learn word-processing because:
This is a valuable skill for their future work and study.	• This is a valuable skill for their future work and study.
They can start making digital notes.	• They can start making digital notes.
They can create documents and store materials digitally.	• They can create documents and store materials digitally.
How to teach word-processing skills	**How to teach word-processing skills**
To teach students how to use these tools they need hands-on practice and meaningful tasks to do.	To teach students how to use these tools they need <u>hands-on practice</u> and <u>meaningful tasks</u> to do.

Activity No. 5: Printing a document   **(20 min.)**

- Show the trainees how to change the page orientation so that the document is landscape instead of portrait.
- Then set up the printer and print the document.
- Ask the trainees to do the same and print their document.
- Ask the trainees to save their document.
- Get them to suggest a naming convention for documents created during the course and choose one that most trainees agree on.
- Save their documents to the document folder on their computer.
- Get them to print some more of the documents.

Activity No. 6: Reflection   **(10 min.)**

- Ask the trainees to think about how teaching word-processing skills to students and enabling them to print their work will benefit them.
- Check to see if the trainees have any questions and clarify any problems they may have.

The Word Processor 2
(Formatting a document and adding images)

Introduction

There are many ways teachers can make digital documents easier to read and more attractive and engaging for students. Finding and adding royalty free images, adding footers, headers and page numbers can make documents easier to navigate. Adding images and formatting text can make the documents easier to read and more visually engaging. Images and graphs can also enhance the learning potential of materials and help teachers create a range of tasks and activities. In this session trainees will learn how to download images, and format documents and text to make their materials more engaging and attractive.

Objective

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

- Insert headers, footers and page numbers
- Add lists, bullets, tables and numbering
- Download and insert pictures and charts

Material

- Handout 11 Adding Headers and Footers
- Pixabay royalty free image website: https://pixabay.com/

Major Content

- Adding page numbers, headers and footers.
- Downloading an image from a website and add it to a document
- Impact of these features on students learning

Activity Facilitation Procedure

Activity No. 1: Adding headers and Footers   (25 min.)

- Show the trainees Handout 11 and ask them how it is different from the document they created.
- Point out the header and the footer and the numbered lists.
- Show the students how to add the header and footer (where it says author ask them to add their own names and add the date where it says date).
- Ask the trainees to open their own document from the previous session and add the header and footer in the same way.
- Ask them to check with a partner to see if they are correct.

Handout 11: Adding Headers and Footers

Course: Digital Skills for Teachers

Why teach word-processing?

Word-processing is a very valuable skill to have for both teachers and learners.

Teachers

As teachers we can:

1. Create attractive worksheets and print them for students.
2. Add images, tables and graphs.
3. Make our materials look more professional.
4. Save our materials digitally so we can review, reuse and edit them.

Learners

We also need to help students learn word-processing because:

1. This is a valuable skill for their future work and study.
2. They can start making digital notes.
3. They can create documents and store materials digitally.

How to teach word-processing skills

To teach students how to use these tools they need <u>hands-on practice</u> and <u>meaningful tasks</u> to do.

Author name   Page 1
Date

Activity No. 2: Changing bullets to numbers   **(10 min.)**

- Show the trainees how to change the bullet point lists to numbered lists.
- Show them how the various options look (different types of numbered lists and lettered lists).
- Get the trainees to make the same changes in their own document.
- Monitor and check that they have completed the task correctly.

Activity No. 3: Finding and adding an image   **(25 min.)**

- Show the trainees the https://pixabay.com/ website.
- Tell them the site has many kinds of images and videos that don't require copyright permission.
- Show the different sections.

pixabay   Photos   Illustrations   Vectors   Videos   Music

- Show the trainees the search field.
- Ask the trainees to search for a picture of a student working at a computer.
- Show the trainees how to download the picture from the site and add it to their document.

Activity No. 4: Finding and adding charts and graphics   **(10 min.)**

- Show the trainees the 'Insert' menu and the other objects that can be inserted into documents.
- Give them some time to experiment with the document and to try to insert other kinds of media.

Activity No. 5: Discussion   **(15 min.)**
- Show the trainees the original unformatted document and text they started with on Handout 10.
- Ask them to discuss how formatting the document will impact the reader.
- Ask them to try to think of 4 benefits of formatting the document.

Answers:
  - o Easier to read
  - o More memorable
  - o Looks more professional
  - o Visually more impressive

Activity No. 6: Reflection
- As the trainees to think about the impact of word processing on their professional practice.
- Get some feedback.

- Check to see if the trainees have any questions and clarify any problems they may have.

The Word Processor 3
Preparing learning materials with Word

Introduction
Worksheets and materials that we produce on word processors don't have to be printed. They can be uploaded to online folders using Google Drive, One Drive, Drop Box or any other similar method. This makes them great tools for producing digital learning materials that link to online and multimedia resources. They can also be used to produce documents in different languages. In this session trainees will find out how to change languages and how to add hyperlinks to online resources such as websites and videos.

Objective
In this session, trainees will be expected to understand and demonstrate knowledge of the following:
- Use videos from YouTube for autonomous development
- Change to different languages
- Create hyperlinks to video and web based resources

Material
- Beginner's Guide to Microsoft Word: https://youtu.be/S-nHYzK-BVg

Major Content
- Changing languages on a word processor
- Linking to videos and web resources
- The benefits of linking to web based resources

Activity Facilitation Procedure
Activity No. 1: Learning more about MS Word   (20 min.)
- Tell the trainees that they are going to find out more about using MS Word.
- Ask the trainees to go to YouTube and search for a useful tutorial.
- Tell them to type 'how to use MS Word for teaching'
- Ask them to look at the results and check some of the videos to see if they are useful.
- Give them 10 minutes to do research.
- Put the trainees into small groups of 3 – 5 and ask them to share what they learned.

**Activity No. 2: Changing Languages   (20 min.)**
- Show the trainees how to change languages between English and Nepali.
- Show them how to change the spell and grammar check between languages.
- Give the trainees a short dictation in Nepali.
- Ask them to switch to English.

- Give the trainees a link to TypingTest.com: https://www.typingtest.com/
- Ask them to do a one minute check to see how fast they can type in English.
- See which trainee types quickest.
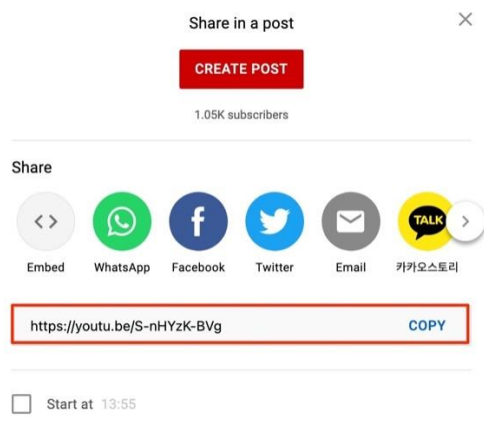- Give the trainees a second attenpt and see if they can improve on their previous speed.

Activity No. 3: Adding a hyperlink to a document   (10 min.)
- Show the trainees how to find the URL to add a link to a video from YouTube.
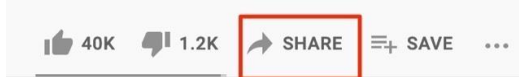
-
- Show them how to copy the link.

-
- Now reopen the Word document they have been working on in the previous sessions and show them how to add a hyperlink from the document to the video.
- Get the trainees to do the same thing with their own document.
- Ask them to save the document and then check to make sure the link works.

Activity No. 4: The benefits of links   (10 min.)
- Put the trainees into small groups of 3 – 4 and ask them to discuss:
    - What are the benefits of linking to online materials when creating worksheets for students?
    - What are the challenges?
- Give the trainees time to discuss in their groups and then get feedback from them and share your own reflections.

Activity No. 5: Creating a worksheet   (30 min.)
- Tell the trainees you would like them to create a worksheet for a class/textbook that they teach.
- Ask them to:
    - Give the document a file name
    - Give the document a title
    - Include some information
    - Include a task for students to do
    - Format the document and make it look attractive
    - Include a graphic or image

- o Include a hyperlink
- Give the trainees time to work on their documents.
- Make sure they save the documents.

Activity No. 6: Reflection (10 min.)

- Put the trainees into groups and ask them to show their worksheet with others in their group.
- Ask them to try to identify things that they like in their peers' worksheets.

Spreadsheets 1
(An Introduction to Spreadsheets)

Day: Three   **Session: Three**   **Time: 1 hour 30 min.**

Introduction

Spreadsheets are very powerful tools for collecting and analysing information. They can be used for a wide range of jobs including collecting and analysing research, working with statistics, creating graphs and even creating interactive tools and activities. In this session trainees will find out how to create Excel worksheets, enter and sort data.

Objective

In this session, trainees will be expected to understand and demonstrate knowledge of the following:
- Add data to Excel worksheets
- Reference and format specific cells
- Sort and filter data

Material

- Handout 12: What do you know about spreadsheets?
- Example Spreadsheet for activity 2 (This is an additional file)

Major Content

- Creating a basic spreadsheet
- Adding and sorting data
- Quickly creating sequences

Activity Facilitation Procedure

Activity No. 1: Knowledge sharing – Spreadsheets   (15 min.)

- Put trainees into groups of 3 – 5 and give them Handout 12.
- Ask them to discuss the questions together, share what they know and find out what other trainees know.
- Give the trainees some time to discuss the questions then get their feedback and get them to share their answers.
- Share some of your own experience of using spreadsheets.

Handout 12: What do you know about spreadsheets?

Ask and answer the questions in your group.
1. How is a spreadsheet different from a Word doc?
2. When do you use a spreadsheet rather than a Word document?
3. What are the strengths of Spreadsheets?
4. What are the alternatives to using Microsoft Excel?
5. What are the pros and cons of the different alternatives?
6. How have you used spreadsheets in your professional and personal life?

Answer:
1. Spreadsheets are generally used for collecting and analysing data whereas Word documents are usually used for publishing information and for communications.

2. A spreadsheet is better when you are changing the data quite regularly and when you want to rearrange the data to help analyse and understand it.
3. Spreadsheets help you quickly analyse data and see it from different perspectives.
4. Google Sheets is a popular alternative.
5. A Google sheet has the advantage of being web-based and easy to share and edit collaboratively. Using Google Spreadsheets requires an internet connection.
6. Open question.

Activity No. 2: Creating a spreadsheet **(30 min.)**
- Show the trainees the spreadsheet of the ICT Vocabulary file name to be added.
- Show the trainees the main features of the spreadsheet (coloured cell backgrounds of header line, frozen header row, centred text in header line).
- Show the trainees how to add these features.
- Get the students to download the basic file file name to be added.
- Ask the trainees to make the necessary changes so that the basic file has the same features.
- Monitor while they do this and support them if they need help.
- Ask them to compare with a partner and check their peers' work.

Activity No. 4: Ordering data **(25 min.)**
- Ask the trainees to add the translations to of the vocabulary into column D.
- Show the trainees how to reorder the data alphabetically using either column A or column D to make the vocabulary easier to find.
- Ask the trainees to add three more ICT related words to the spreadsheet and then put the words into alphabetical order again.

Activity No. 5: Adding fast sequences **(10 min.)**
- Show the trainees how to add a row before column A in the existing spreadsheet.
- Type in numbers to the first three rows, then highlight and drag to show how the spreadsheet automatically continues the sequence.
- Show the trainees how the same thing can be done with dates and fixed sequences by highlighting a group of cells.
- Ask the trainees to add a column before row A and number the cells on the vocabulary spreadsheet.

Activity No. 6: Reflection **(10 min.)**
- Ask the trainees to think about how these activities could be adapted for use with their students.
- Check to see if the trainees have any questions and clarify any misunderstandings they may have.

Spreadsheets 2
(Exploring filters, functions and templates)

Introduction

Many teachers have created activities and templates using spreadsheets. By developing their spreadsheet knowledge trainees can take advantage of a large resource of ready-made materials that are available online. One of the best ways to develop their knowledge is by watching the many video tutorials that exist online on sites like YouTube. In this session trainees will use video tutorials to develop their understanding of a number of spreadsheet capabilities and develop their knowledge of spreadsheet templates.

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

- Sort and filter information
- Access online tutorials to develop their own skills
- Find templates they can use in their teaching

Material

- Battleships tutorial: https://youtu.be/JYe6ZExIdcY
- 3 Essential Excel Hacks for Teachers: https://youtu.be/6zD7JCU3pW8
- Templates for Teachers & Students: https://www.vertex42.com/ExcelTemplates/education.html
- 20+ Free Spreadsheets for Teachers: https://www.teachthought.com/technology/free-excel-spreadsheet-templates-for-teachers/

Major Content

- Creating a game with a spreadsheet
- Using functions and formulas in a teaching context
- Finding templates to use in a teaching context

Activity Facilitation Procedure

Activity No. 1: Lead-in   **(5 min.)**

- Ask the trainees to think about their main learning points from the previous day.
- Ask them to share what they found most useful.

Activity No. 2: Row and Column Cell Referencing   **(25 min.)**

- Tell the trainees that you want to demonstrate a game they can play with students. The game is called battleships.
- Ask them to watch this tutorial and find out how to make a spreadsheet to play the game. Battleships tutorial: https://youtu.be/JYe6ZExIdcY
- Tell the trainees to create their own battleships grid and then put them into pairs to play the game.

Activity No. 3: Cell formatting and colouring (20 min.)
- Ask the trainees to think about the tutorial again and ask them to think about what new skills they learned from creating and playing the battleships game. They can watch the tutorial again if necessary:https://youtu.be/JYe6ZExIdcY
- Put the students into pairs or small groups and ask them to recap what abilities were necessary to create and play the game.
- Get some feedback and clarify the main abilities.

Activity No. 4: Using Spreadsheet functions (20 min.)
- Tell the trainees they are going to watch a video that shows 3 ways a teacher can use some of the functions and features of Excel.
- Ask the trainees to try to predict what 3 features are likely to be introduced.
- Ask the trainees to watch and think about how each of these 3 techniques could be used in their own teaching.
- Play the video: 3 Essential Excel Hacks for Teachers: https://youtu.be/6zD7JCU3pW8
- Get their feedback.
- Ask the trainees to watch again and work in pairs to recreate the sheets they saw in the video.
- Monitor and support them as they work.
- Check that the trainees have been able to correctly create the spreadsheets.

Activity No. 5: Using Excel Templates (20 min.)
- Point out that there are many templates that are already created for teachers to use with their students and that these can save a lot of work for teachers.
- Split the class into 2 groups.
- Give group 1 a link to: https://www.vertex42.com/ExcelTemplates/education.html
- Give group 2 a link to: https://www.teachthought.com/technology/free-excel-spreadsheet-templates-for-teachers/
- Ask the trainees to explore the templates on the page and to find and download one that they think will be useful to use with a textbook they are using.
- Put the students into pairs with one student from group 1 and one from group 2 and ask them to show the other trainee what they downloaded and why.

Activity No. 6: Reflection (5 min.)
- Get some feedback from the trainees on which one they downloaded and why they think it will be useful.
- Check to see if the trainees have any questions and clarify any misunderstandings they may have.

Spreadsheets 3
(Creating learning materials)

Introduction

Many teachers and organisations have created high quality tasks and lessons plans for the classroom that use Excel spreadsheets. There are also a wide range of digital tools that trainees can adapt and use in their own classroom. Using these can save trainees a lot of preparation time and they can use these as models for their own lessons as their skills develop. In this session trainees will evaluate some lesson and activity ideas and think about how they can be adapted for their own students. They will also explore a collection of digital tools for use in the classroom.

Objective

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

- Evaluate and share spreadsheet learning materials and activities
- Create activities suitable for their own learners
- Select Excel based tools for use in their classroom

Material

- Spreadsheet activities for teachers: https://www.pinterest.co.uk/thedigitalscoop/spreadsheet-activities/
- Flippity tools for teachers: https://flippity.net/

Major Content

- Using spreadsheets to create teaching materials and activities
- Using spreadsheets to create teaching tools

Activity Facilitation Procedure

Activity No. 1: Example Spreadsheet lessons   (20 min.)

- Tell the trainees they are going to look at some activities and lessons created by other teachers.
- Give the trainees the link: https://www.pinterest.co.uk/thedigitalscoop/spreadsheet-activities/
- Ask them to look at the suggested lessons and activities and try to find one they could use with their students.
- Put the trainees into group of 3 -4 and ask them to 'show and tell' about the lesson/activity and how they would use it with their students and what they would need to change.

Activity No. 2: Creating a Spreadsheet activity   (20 min.)

- Tell the trainees that you want them to create their own lesson activity that they could use with their own students.
- Give the trainees some time to think about and plan the activity.

- Ask them to create the materials they would need for the lesson.

Activity No. 3: Knowledge sharing (20 min.)
- Put the trainees into groups of 4 – 5 and ask them to show and share their lessons and materials.
- Tell them they should explain:
    - The age, level and profile of the students the lesson is for.
    - How long the lesson will take
    - What devices/peripherals will be needed
    - The steps involved in using the activity in class
    - Any challenges they might have or problem they might encounter while delivering the lesson
- Make sure that each trainee has time to share their materials.
- Get some feedback from the trainees about any particular lesson activities they liked and also offer your own observations.

Activity No. 4: Teacher Tools from Spreadsheets
(25 min.)
- Show the trainees the Flippity website at: https://flippity.net/
- Show them some of the example tools that are available on the site.
- Tell the trainees that all of these tools were created using Google Spreadsheets and that Google Spreadsheets is a web-based spreadsheet tool that is collaborative.
- Show the trainees how to find the instructions to copy and customise one of the tools.
- Give the trainees the link to the site and give them some time to explore the tools and decide which ones they think are useful for them.
- Put the trainees into small groups and ask them to share the tools they liked. They can do this in Google Classroom and leave comments on the tools that were shared by their peers.

Activity No. 5: Reflection (5 min.)
- Recap the main learning points from the session.
- Ask the trainees to think about which of the things they learned in the session was most useful.
- Check to see if the trainees have any questions and clarify any misunderstandings they may have.

Presentations 1
(Introduction and slide formatting)

Introduction

PowerPoint and similar presentation applications are powerful tools for creating classroom materials. After word processing tools, presentation software is one of the most frequently used by teachers. It can be used to create colourful dynamic presentations for both the physical and the online classroom. Having a good understanding of how to use PowerPoint is essential for teachers who want to produce engaging and attractive digital materials for the classroom.

Objective

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

- Use the rules of best practice presentation design
- Use the main features of the PowerPoint application to create a slide deck
- Plan a structured presentation

Material

- Handout 13 Tips for Presentations
- Handout 14 – The PowerPoint Interface

Major Content

- The PowerPoint user interface
- The most common design mistakes when creating a presentation
- The use and basic functions of the software

Activity Facilitation Procedure

Activity No. 1: Group knowledge sharing   **(10 min.)**

- Ask the trainees to think about their experience of using presentations and presentation software.
- Put the trainees into small groups and ask them to share what they know about presentations, how they have used them with their students and any problems or challenges they have faced.
- Give them some time to discuss and then get some feedback and share some of your own reflections.

Activity No. 2: Reading & Discussion – Best practice   **(20 min.)**

- Tell the trainees they are going to look at a list of tips for designing presentations.
- Put the trainees in pairs, give them Handout 13 and ask them to read the tips and decide whether they are things they should or should not do.
- Get some feedback from the class and clarify their answers.
- Ask the trainees if they can add any other recommendations to the list.

Tips for Presentations - Should or should not?
Look at these tips for designing presentations. Decide whether they are things you should or should not do.

1. Use a font size smaller than 24 point.
2. Select a font for body copy and a different font for headlines.
3. Use bold and different sizes of those fonts for captions and subheadings.
4. Use italicized fonts for fast reading.
5. Simplify and limit the number of words on each screen.
6. Use contrasting colours for text and background, e.g. Light text on a dark background.
7. Read longer text from your slides while giving the presentation.
8. Use a consistent template for your presentation
9. Use lots of animations and sound effects.
10. Use images that reinforce and complement your message.
11. Simplify graphs so that they can be read from a distance.
12. Have bullet points appear one at a time.

Answers:

1. They should not. The fonts need to be big enough for students to read them easily.
2. They should. Having different fonts for headlines and titles helps them stand out. They should also use bigger fonts for titles.
3. They should. This will help them to stand out and make them easier to read.
4. They should not. Italicized fonts are more difficult to read from the screen.
5. They should. Try to just have key points on the screen.
6. They should. This will make the text stand out and make it easier to read.
7. They should not. Avoid having longer text on screen. If it is really necessary have the text on a Handout.
8. They should. The template should be consistent to avoid distraction and focus students on the content.
9. They should not. Animation and effects should only be used for a specific purpose (showing answers to questions, etc.) not to impress.
10. They should. Images can help support and convey meaning. They should be high quality and clear.
11. They should. All graphs should be clear and simple to read and understand.
12. They should. This can stop students reading ahead.

Activity No. 3: Understanding the Interface   **(20 min.)**

- Give trainees a picture of the PPT interface – Handout 14.
- Put the trainees into pairs and ask them to share their knowledge and try to identify the different functions of the icons and areas of the interface.
- Give them time to share and then show the image on your screen and ask what the main parts of the screen and icons do.
- (If you prefer, you could make this a quiz and put trainees into teams to answer your questions.)

Handout 14 – The PowerPoint Interface

Which parts of the interface can you identify?
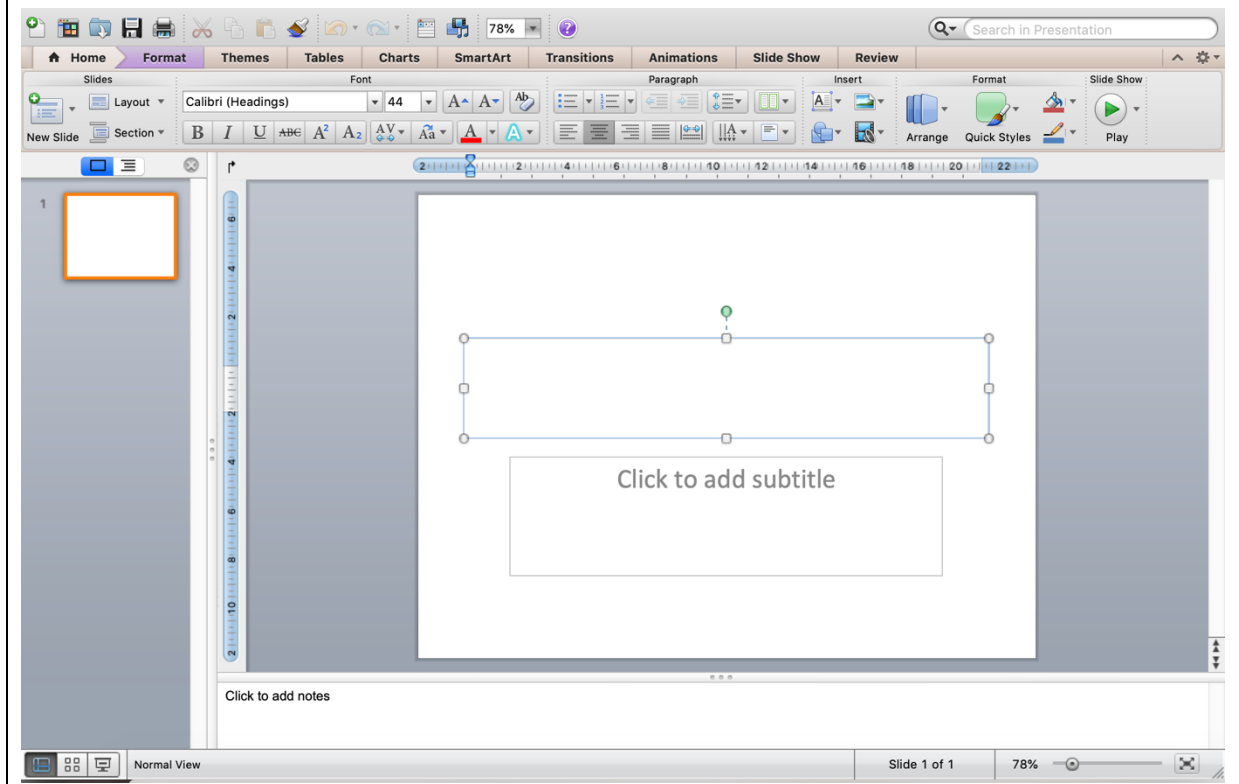
Activity No. 4: Planning a Presentation (10 min.)
- Tell the trainees that you want them to make a short presentation about themselves and their teaching career. Tell them to think of it like a Presentation of their CV.
- Put the trainees into small groups of 3 -4 to decide what they should include, how many slides they would need and what the titles of each slide should be.
- Get some feedback from the trainees and get them to share their ideas about the slides and the titles.

Activity No. 5: Creating a Presentation (20 min.)
- Show the trainees how to select a template and save it (Make sure they think about the file naming convention).
- Show the trainees how to edit the text.
- Ask them to select a template they like and start to create their own CV presentation.

Activity No. 6: Reflection (10 min.)
- Ask the trainees to think about the differences between presentations and spreadsheets.
- Get some feedback.
- Check to see if the trainees have any questions and clarify any misunderstandings they may have.

Presentations 2
(Using media with presentations)

Introduction

One of the most powerful features of presentation software is its ability to include multimedia resources. Teachers can include video, audio and images as well as text. The text and images in the presentations can also be animated. This helps teachers to make engaging dynamic content that can hold the students' attention. In this session trainees will find out how to add images, hyperlinks and digital media to their presentations and explore some learning materials that have already been created.

Objective

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

- Insert images, charts, and video into presentations
- Add slide transitions and animations to make presentations more engaging
- Add hyperlinks to online materials
- Evaluate examples of ready made lessons and select ones for their classroom

Material

- Example presentation including video, charts and hyperlinks
- Example presentation as above but with animations.
- 20 interactive PowerPoint activities to add awesome to classes
  https://ditchthattextbook.com/interactive-powerpoint-activities/

Major Content

- Adding more dynamic features to presentations.
- Using presentations to create interactive lesson activities
- Creating presentation activities

Activity Facilitation Procedure

Activity No. 1: Lead-in   **(5 min.)**

- Review the main learning points from the previous day.
- Introduce this session and give an overview of the session.

**Activity No. 2: Adding images, charts and hyperlinks
(15 min.)**

- Show trainees an example presentation that includes charts, videos and hyperlinks.
- Demonstrate how these are added.
- Ask the trainees to add one image, one chart, one video and one hyperlink to the presentation they created in the previous session.

- Monitor while the trainees do this and help them if necessary. You could also pair stronger trainees with weaker ones to help them.

Activity No. 3: Adding animations and transitions   (15 min.)
- Show the trainees how to add animations and transitions to their slides. Show them how to make bullet points appear in order.
- Ask them to add some animations and transitions to their presentations.
- Monitor while they add these.

Activity No. 4: Presentation Lesson Examples   (20 min.)
- Tell the trainees they are going to explore some example presentation lessons.
- Give the trainees a link to: 20 interactive PowerPoint activities to add awesome to classeshttps://ditchthattextbook.com/interactive-powerpoint-activities/
- Ask them to work in pairs and to find a lesson that would fit with their students and their textbooks.
- Give them time to look at the examples and select a lesson.
- Ask the trainees to change partners and tell their new partner about the lesson activity they selected, what they liked about it and how it would fit with their textbook.

Activity No. 5: Creating a presentation   (25 min.)
- Ask the trainees to create a short presentation summarising what they have learned about using presentations.
- Give the trainees time to work on their presentations.
- Ask them to briefly talk through their presentations with their peers.

Activity No. 6: Reflection   (10 min.)
- Ask the trainees how the new skills they have learned can be used with their own students and textbooks.
- Check to see if the trainees have any questions and clarify any misunderstandings they may have.

Email & Internet 1
(Evaluating Web-based Resources)

Introduction
The internet is the most useful resource for teachers and learners ever created. Developing the ability to use the internet effectively can help trainees get access to limitless resources for their classroom, but they do need a range of basic skills to access and evaluate these resources. In this session the trainees will develop criteria for evaluating web-based teaching resources and practice applying these to some sites that share free lesson plans and activities.

Objective
In this session, trainees will be expected to understand and demonstrate knowledge of the following:
- Develop criteria for the evaluation of web-based teaching resources
- Evaluate resources from a range of websites
- Select web-based resources to use with their students and textbooks

Material
- Handout 14 - How you use the internet
- Handout 15 – Criteria for Evaluating Web-based Teaching Resources
- Handout 16 – Web-based Teaching Resources

Major Content
- The value of the internet as a resource for learning and teaching
- Evaluating web resources when selecting materials for teaching
- How to find web resources for learning

Activity Facilitation Procedure
Activity No. 1: Knowledge sharing   (15 min.)
- Tell the trainees that you'd like them to share their experiences of using the internet with their students.
- Put the trainees into groups of 4 – 5 and give them Handout 14.
- Ask them to work in their groups and ask and answer the questions.
- Ask them to work in their groups and ask and answer the questions.
- Get some feedback and ask the trainees to share a few ideas they learned from other trainees in their group.
- Share your own experiences and opinions with the trainees.

Handout 14 - How you use the internet

How you use the internet

Ask and answer these questions in your groups.

1. Which websites do you most commonly use to find teaching materials to use with your students?
2. How do your students usually access the internet?
3. How can students benefit from access to the internet?
4. How do you encourage your students to use websites and web tools?

Activity No. 3: Brainstorming criteria for evaluating web resources   (20 min.)
- Ask the trainees what their criteria are for evaluating web-based teaching resources for students.
- Put the trainees into groups to brainstorm criteria.
- Set them a time limit of 5 minutes and ask them to think of as many as possible.
- Ask the trainees how many criteria they thought of.
- Get the other students to listen to their list of criteria and then see they can add any.

Activity No. 4: Selecting criteria for evaluating web resources   (20 min.)
- Give the trainees Handout 15 with the list of criteria.
- Ask them to compare their own list with the ones on the Handout and see if they thought of all of the criteria.
- Ask if they want to add any.

Handout 15 – Criteria for Evaluating Web-based Teaching Resources

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Criteria

1. Is it suitable for the age of my students?
2. Is it suitable for the level of mat students?
3. Will my students find it interesting?
4. How/Does it fit with my syllabus?
5. Is it visually attractive?
6. Is it free?
7. Is it well structured?
8. Can it be used offline?
9. Does it contain unsuitable advertising?
10. Do I or my students need to register to use it?
11. How easily can I use it with my students?
12. Will I need to design task to use it with my students?
13. Is the content reliable and from a credible source?
14. How will I need to adapt it?

Activity No. 5: Evaluating Web-based Teaching Resources   (25 min.)
- Tell the trainees they are going to evaluate some web-based training resources and try to find something they can use with their students.
- Divide the trainees into 5 groups and give each group one of the links from Handout 16 to explore.
- Ask the trainees to try to find and evaluate some materials they could use with their students.
- Put the students into groups to tell the other trainees what they found.

Handout 16 – Web-based Teaching Resources

Look at one of these web-based teaching resources.
- Try to find some materials you could use with your students.
- Use the criteria to evaluate the materials.

Web-based Teaching Resources
1. https://www.commonsense.org/education/search-start

2. https://www.educationworld.com/a_lesson/

3. https://everfi.com/k-12/

4. https://www.oercommons.org/

5. https://ed.ted.com/lessons

Activity No. 6: Reflection   (10 min.)
- Ask the trainees to share the most useful resources they found during the session.
- .Ask them to rationalise why they think the resource is useful
- Check to see if the trainees have any questions and clarify any misunderstandings they may have.

Email & Internet 2
(Understanding Search)

Introduction

One of the most valuable digital skills to help teachers and to save time is their ability to use search. Having good search skills can help teachers find materials quickly. Understanding how to search effectively is a skill that teachers also need to be able to help their students with. In this session trainees will learn some 10 top search skills and practice applying these. They will also learn how to use a search development activity called a treasure hunt.

Objective

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

- Use a range of techniques to search relevant documents, images, video in web, Google.
- ate a treasure hunt tupe activity for their studentsCre

Material

- Top 10 Google Tips and Tricks: https://youtu.be/R0DQfwc72PM and https://epictutorials.com/blog/8028/top-10-google-search-tips-tricks
- Handout 17 – The Treasure Hunt

Major Content

- Using a range of search techniques
- Developing students' search techniques using treasure hunts

Activity Facilitation Procedure

Activity No. 1: Knowledge Sharing   (25 min.)

- Ask the trainees to think back to the previous session and the website they used to find the teaching materials.
- Ask them to use PowerPoint to create a short presentation about the site and the kinds of materials on the site and how to find them.
- Remind them to think back to the tips and information they learned in the sessions on presentations.
- Put the trainees into groups of 5 (with one trainee who studied each link from the Handout) and to share their presentation with the other trainees in their group.

Activity No. 2: Top Search Tips   (20 min.)

- Tell the trainees they are going to discover some useful search techniques to save time when they are searching online.
- Tell the trainees to watch the video and make notes of the top 10 tips it introduces.

- Play the video - Top 10 Google Tips and Tricks: https://youtu.be/R0DQfwc72PM
- Give your trainees time to watch and then put them into pairs or small groups to compare their notes.
- Get feedback and see what they have understood from the video.
- Give them a link to this blog post that contains a summary: https://epictutorials.com/blog/8028/top-10-google-search-tips-tricks

Answers:
1. How to Google search for an exact phrase or quote.
2. How to Exclude a word/phrase from Google search results.
3. How to search for phrases/quotes with missing words.
4. How to perform a Google Reverse Image Search.
5. How to search within a single website.
6. How to search for similar websites.
7. How to search for a cached version of a website.
8. How to search for a specific file type such as PDF.
9. How to only display results that include search term in page title.
10. How to Search Google without Using Google (and protect your privacy)

Activity No. 3: Search Practice   **(20 min.)**
- Tell the trainees they are going to use their search skills in a common classroom activity called a treasure hunt.
- Give the trainees Handout 17 and put them into small groups of 3.
- Tell them to work together and use a search engine to find all the things on the list.
- Tell them they should copy and paste a link to each of the things they find into a Word document.
- Tell them the first group to complete the task is the winner, so they should work fast.
- Monitor the groups and see what order they finish the task.
- Check through the answers of the winning team.
- Ask the trainees which thing they found most difficult to find.

Handout 17 – The Treasure Hunt

The Treasure Hunt

Use a search engine to try to find all these things as quickly as possible.

1. Find the lyrics to the Beatles song 'Yesterday'

2. Find a video the British Council EDGE program

3. Who said; "Wherever you go, go with all your heart."

4. Find an article on internet safety for teachers

5. Find the original source of this image and a similar image to this one:

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https://bit.ly/3rtxvgq

6. Find an image of the Taj Mahal at night

7. Find a book about teaching students about the United Nations Sustainable Development Goals on this website https://www.teachingenglish.org.uk/

8. Find an infographic about microlearning

Activity No. 4: Creating an Internet Treasure Hunt   (20 min.)
- Now ask the trainees to design a treasure hunt task for their own students that could be used with an activity in their own textbooks.
- Tell the trainees they can either work alone or in pairs to do the task.
- Ask them to choose 8 things for their students to find and to create an answers sheet.
- Give the trainees time to work on their treasure hunt.

Activity No. 6: Reflection   (10 min.)
- Ask the trainees to think about how these search techniques and activities could be useful to their students.
- Ask them to think about how search and student research could be integrated into their curriculum.
- Check to see if the trainees have any questions and clarify any misunderstandings they may have.

Email & Internet 3
Using email and cloud computing

Introduction

Email has become one of the primary communication tools in schools, the business world and in civic society. Having a professional email account and knowledge of how to use email effectively can be of huge benefit to trainees and students. Cloud computing and the use of internet rather than computer-based information storage is another powerful development that can help teachers and aid greater collaboration.

In this session, trainees will create a professional account and select a professional id for their account. They will also be introduced to the concept of cloud computing.

Objective

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

- Create an e-mail account and identity
- Use of cloud storage resources for educational content (e.g. Google Drive, One Drive, Drop box, etc.).

Material

- Handout 18: Email Titles and IDs
- Handout 19 – The Benefits of Cloud Computing

Major Content

- Creation of an email id
- Use of cloud storage resources for educational content

Activity Facilitation Procedure

Activity No. 1: Warmer   (5 min.)

- Ask the trainees what their first experience of using email was.
- Ask them how email is used within their school and how it can be used with students and parents in their teaching context.
- Ask them to share their thoughts with a partner.

Activity No. 2: Creating Email Titles   (20 min.)

- Show trainees Handout 18 with the examples of email titles.
- Put the trainees into pairs and ask them to discuss the email titles and decide which looks most professional and what is wrong with the other titles.
- Give them time to discuss together and then get their feedback and clarify their answers.

Hand-out 18: Email Titles and IDs

Email Titles
Which of the email title gives the strongest impression of professionalism? What is wrong with the others?

1. Cleverbunny88@
2. Bijayata.l@
3. Dr_English@
4. Dipika.Rai@
5. bbbchah1245@
6. D.Lama5@
7. yadavkanchan@

Answers:
1. This doesn't identify the person clearly and looks unprofessional.
2. This is good, but to use an initial only for part of the name is potentially confusing.
3. This doesn't really identify who the person is.
4. This is the best. It makes it clear who the person is and what the two parts of the name are.
5. This looks very unprofessional and doesn't identify a person.
6. This okay, but the number indicates that there are many other D Lamas and this can make the email address easier to hack.
7. This is okay, but it doesn't make clear the 2 parts of the name and can be confusing for some people.

Activity No. 3: Creating an email account   **(15 min.)**
- Ask the trainees if they know how to set up an email account.
- Demonstrate how to do this using Gmail.
- Ask them to set up a Gmail account and use a professional email title.
- Monitor and support them when they need help.

Activity No. 4: Understanding cloud computing   **(20 min.)**
- Ask trainees what they understand by the term 'cloud computing' and what kinds of services it covers.
- Put the trainees into small groups and ask them to compare and share what they know.
- Give the students the infographic on Handout 19 and ask them to find out what they think are the top 4 advantages of cloud computing for education.
- Open up the discussion so all the trainees can share their views.
- Share your own view on the advantages.
- Ask the trainees what they think are the disadvantages of cloud computing and get their views. (The main disadvantage is that it requires connectivity)

Handout 19 – The Benefits of Cloud Computing

Which 4 of these advantages has the greatest potential for education?
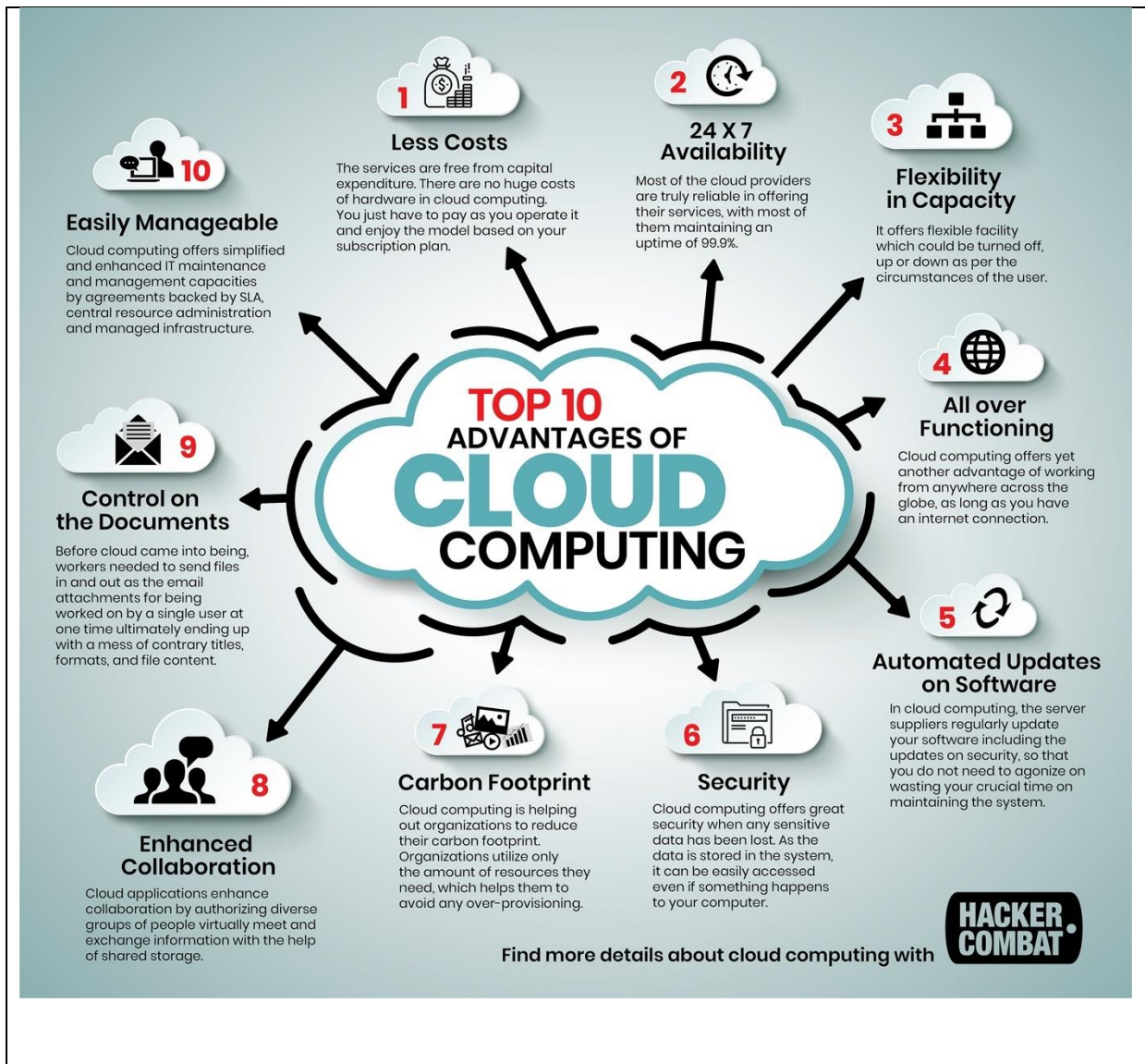
Activity No. 5: Title **(20 min.)**

- Show the trainees how cloud storage can be used and how to upload a file and share it.
- Share a document file with the trainees and show them how they can all access and edit it from their different computers.
- Ask the trainees to upload one of the files they have created during the course.
- Remind them of the folder structure and naming conventions from the earlier sessions in the course.

Activity No. 6: Reflection **(10 min.)**

- Ask the trainees what they want to remember from the session.
- Get their feedback.
- Check to see if the trainees have any questions and clarify any misunderstandings they may have.

Email & Internet 4
(Social media and online collaboration platforms)

Introduction
In the digital era, social interaction between internet users through a range of social media sites is common across generations. These aspects of social interaction have also been integrated into learning platforms such as Google Classrooms and social platforms such as Facebook are commonly used for the delivery of learning. In this session trainees will explore the potential of social media platforms for the delivery of learning and find out how to create their own learning spaces on Facebook and Google Classrooms.

Objective
In this session, trainees will be expected to understand and demonstrate knowledge of the following:
- Familiarize themselves with the social media and its use in teaching and learning
- Create a Google Classroom.

Material
- Handout 20: Social Media Icons
- Handout 21- Social media for education
- How to Use Facebook Groups to Connect Your School Community
  https://www.finalsite.com/blog/p/~board/b/post/facebook-group-strategies-for-schools
- Teachers' Essential Guide to Google Classroom
  https://www.commonsense.org/education/articles/teachers-essential-guide-to-google-classroom

Major Content
- Social media and its use in teaching and learning
- Google classroom

Activity Facilitation Procedure
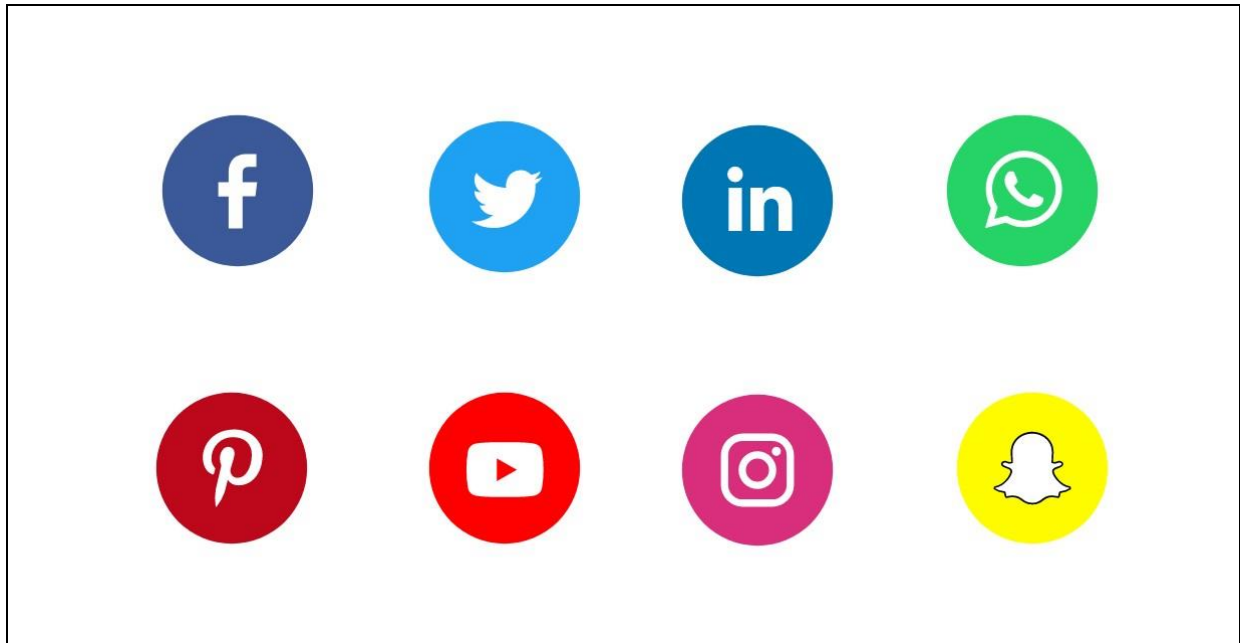**Activity No. 1: Social Media Platforms**   **(10 min.)**
- Put the trainees into groups of 3 -5.
- Give them Handout 20 and ask them which of the social media icons they recognise and what others they know.
- Ask them which they use and how they use them.

Handout 20: Social Media Icons

Social Media Icons
Which of these icons do you recognise? What others do you know?

Activity No. 2: Social Media for Professional Development   (20 min.)

- Give the trainees Handout 21. Tell them that these are examples of social media sites which have been used for education and professional development.
- Ask the trainees to explore the links and find out:
    - Which social media platform is being used?
    - Is it easy to access?
    - What kind of content can you find there?
    - Who will it be useful for?
    - Could you use/recommend it to students?
    - How useful is it for you?
- Put them in groups of 3 -5 to share what they have learned.
- Note: To save time you could give trainees 1 or 2 link each to explore and then they can save information.
- Get some feedback on which of the sites they felt was most useful and share some of your own views.

Handout 21-Social media for education

Social media for education
Explore these sites. Find out:
- Which social media platform is being use?
- Is it easy to access?
- What kind of content can you find there?
- Who will it be useful for?
- Could you use/recommend it to students?
- How useful is it for you?
1. Teacher Training Videos
https://www.youtube.com/channel/UCKjOFIFE0q71IJ4GFx4brng
2. Richard Byrne
https://twitter.com/rmbyrne
3. 15SecondEnglish

https://www.tiktok.com/@15secondenglish?lang=en
    4. Free Webinars
https://www.facebook.com/groups/shareyourwebinar
    5. Edtech Class
https://www.instagram.com/edtechclass/?hl=en
    6. Infographics for Education
https://www.pinterest.co.uk/nikpeachey/infographics/
    7. Edtech Forum
https://www.linkedin.com/groups/906967/

Activity No. 3: The Pros and Cons of Social media in Education   (10 min.)

- Ask trainees to discuss what they think are the pros and cons of using social media with students.
- Divide the trainees into groups of 4 -5.
- Ask half the groups to prepare arguments against using social media with trainees and the other half to prepare arguments for using social media with students.
- Ask the groups to debate the topic.
- Summarise the important points from their discussion.

Activity No. 4: Setting Up a Social Media Group for Students   (20 min.)

- Tell the trainees they are going to find out more about how they can use social media groups for education.
- Divide the class into 2 groups.
- Ask group 1 to read https://www.finalsite.com/blog/p/~board/b/post/facebook-group-strategies-for-schools and make notes about how to use Facebook Groups
- Ask group 2 to read https://www.commonsense.org/education/articles/teachers-essential-guide-to-google-classroom and make notes about how to use Google Classroom.
- Put the trainees into pairs with one student who studied the text on Facebook and the other on Google classroom and ask them to share what they have learned and try to decide which would best suit their students.
- When they have finished get some feedback from the participants and share your own views.

Activity No. 5: Setting Up a Social Media Group for Students   (25 min.)

- Split the trainees into two groups.
- Ask group 1 to set up a Facebook group and ask group 2 to create a Google Classroom.
- Give the trainees links to these videos to help them
    o :How to set up a Google Classroomhttps://youtu.be/HzUOvDm_QZU
    o :How to set up a Facebook Grouphttps://youtu.be/mMUfpr1U2_o
- Pair the trainees to compare the two platforms they have created and decide which they think would best suit their students.

Activity No. 6: Reflection   (5 min.)

- Ask the trainees to think about what surprised them most from the session.
- Get their feedback.
- Check to see if the trainees have any questions and clarify any misunderstandings they may have.

Multimedia 1

(The benefits of multimedia and sourcing images)

Introduction

One of the great benefits of computer-based learning is its ability to use multimedia. Multimedia can be described as audio, video, images, and animation. These multimedia resources can have huge benefits for learning. Visually rich materials can make understanding new concepts easier and video and particularly YouTube has become one of the most common sources of autonomous learning for the younger generation. In this session trainees will explore some of the benefits multimedia can bring to our learning materials and find sources of copyright free images that can be used in their classroom materials.

Objective

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

- Use of multimedia and how it can enhance education
- Find royalty free images and crop and resize them

Material

- 5 Tips for Multimedia Enhanced Teaching and Learning: https://blogs.sussex.ac.uk/tel/2016/11/22/5-tips-for-multimedia-enhanced-teaching-and-learning/
- 5 benefits of multimedia learning: https://www.nuiteq.com/company/blog/5-benefits-of-multimedia-learning
- Teaching With Multimedia: https://digital.bu.edu/edtech/resources/teaching-with-multimedia/
- Handout 22 – Image Resource Sites

Major Content

- The benefits of multimedia
- Source of royalty free images
- Adding images to presentations

Activity Facilitation Procedure

Activity No. 1: The Benefits of Multimedia– Knowledge Sharing   **(10 min.)**

- Ask the trainees what they understand by 'multimedia'. (i.e. combinations of video, images, audio, text, graphs, Gifs, interactive learning objects, etc)
- Put the trainees into groups of 4 – 5.
- Ask them to work in their groups and brainstorm the benefits of including multimedia in learning for 5 minutes.
- Stop them after 5 minutes and get their suggestions and opinions.
- Put the suggestions up on the board.

Activity No. 2: The Benefits of Multimedia - Reading   (20 min.)
- Divide the trainees into 3 groups. Get each group to read one of these articles and check the list of reasons for using multimedia with the ones they brainstormed.
    - Group 1: https://blogs.sussex.ac.uk/tel/2016/11/22/5-tips-for-multimedia-enhanced-teaching-and-learning/
    - Group 2: https://www.nuiteq.com/company/blog/5-benefits-of-multimedia-learning
    - Group 3: https://digital.bu.edu/edtech/resources/teaching-with-multimedia/
- Put the trainees into groups of 3. Include one trainee who read each of the three articles. Ask them to share and compare what they learned from the article.
- Get some feedback from the trainees and see if they can add to the list of benefits they brainstormed in the previous activity.

Activity No. 3: Identifying sources for further exploration   (15 min.)
- Ask the trainees to exchange articles from the previous activity with someone in their new group. Ask each trainee to do further research on the <u>site</u> the article came from and see what other useful information they can find.
- Give them 5 – 10 minutes to research the site and then put the trainees into groups to share what they have learned.

Activity No. 4: Finding and downloading images   (25 min.)
- Give the trainees a list of image resource sites where they can download free images to use in educational materials - Handout 22.
- Ask the students to use the sites to find 4 images they could use in their teaching materials. Ask them to find and download one image from each site and save it to a folder on their computer.
- Tell them to name the folder 'Images'.
- Once they have found and downloaded the images put the trainees into groups and ask them to 'show and tell' about the images they downloaded and how they would use them.
- Ask the trainees to upload their images to a shared folder you create on Google Drive (or an alternative cloud-based storage platform).

Handout 22 – Image Resource Sites

Image Resource Sites

Explore these image resources sites. Try to find 1 image on each site that you could use while teaching one of your classes.
Download the images and save them to a folder on your computer.
   8. Edu Images
https://images.all4ed.org/
   9. Creative Commons – Image Search
https://search.creativecommons.org/
   10. Pixabay
https://pixabay.com/
   11. Clip Safari
https://www.clipsafari.com/

Activity No. 5: Adding Images to PowerPoint   **(15 min.)**
- Show the trainees how to import their images into a PPT presentation and resize and crop them.
- Also show them how to arrange the images and send one to the front/back etc.
- Ask the trainees to arrange the images on one slide of a presentation.

Activity No. 6: Reflection   **(5 min.)**
- Ask the trainees to think about what they found most useful from the session.
- Get their feedback.
- Check to see if the trainees have any questions and clarify any misunderstandings they may have.

Multimedia 2
(Smart phones for teaching & creating media)

Introduction
There are now more mobile phones in the world than people and these mobile phones are powerful tools for creating and viewing multimedia. Internet connected smart phones can be used for a wide range of learning activities both inside and outside the classroom. An understanding of what these devices can do and how to use them is an essential part of the trainees' professional development. In this session, trainees will look at a range of classroom activities that make use of the smart phone and they will learn about how smart phones can be used to consolidate and demonstrate learning.

Objective
In this session, trainees will be expected to understand and demonstrate knowledge of the following:
- Use a smart phone in classroom teaching
- Recording audio and video to add to a presentation

Material
- Handout 23 – Using a Smartphone in Class

Major Content
- Evaluating ideas for using phones in the classroom
- Using smart phones to consolidate learning

Background Reading for Trainers
40 Uses For Smart phones in School
https://www.goconqr.com/en/examtime/blog/40-uses-for-smartphones-in-school/

Activity Facilitation Procedure
Activity No. 1: Lead-in   (10 min.)
- Ask the trainees to think about the types of apps they use on their phones.
- Put them in pairs and ask then to brainstorm ways their students could use these apps for learning.
- Get some brief feedback.

Activity No. 2: Phones in the classroom – Accessing existing knowledge (20 min.)
- Ask trainees to brainstorm some of the pros and cons of using smart phones in the classroom.
- Split the class into 2 groups – one group should brainstorm pros and the other group should brainstorm cons.
- Regroup the students and ask them to share their pros and cons together.
- Ask them to select one of these choices depending on their view:
  1. Yes I want to use smart phones with my students now.

2. Yes I would like to use smart phones with my students when it becomes possible.
3. I may want to use smart phones with my students at some time in the future, but not yet.
4. I don't think I ever want to use smart phones with my students.
- Ask the trainees to briefly rationalise their choice.

Activity No. 3: Using Smart phones in Class – Evaluating ideas   (15 min.)

- Give students Handout 23.
- Tell them to read the list of ways the smartphone can be used in class and rate them from 1 – 10 depending on how useful they think these activities will be.
- Put the students into groups or pairs to discuss their views and their ratings.
- Get some feedback and share your own views.
- Ask them which 3 of the activities they would most like to try with their students.

Handout 23 – Using a Smartphone in Class

Using a Smartphone in Class

Rate these uses of the smart phone in the classroom from 1 - 10 (1 = not useful – 10 = very useful)

Ask students to use the phone to:
1. Access educational videos on YouTube.
2. Check facts online.
3. Create audio recordings of themselves explaining concepts they have learned.
4. Create digital drawings.
5. Create videos to show what they have learned from an activity or project.
6. Do background research about topics they will study in class.
7. Look up words they don't know in a digital dictionary.
8. Take multimedia notes including images, audio and video.
9. Take photos or videos of work they have created and store them in a digital portfolio
10. Translate words and text.
11. Work autonomously using an educational app.
12. Create and edit a class blog.

Activity No. 4: Using a Smartphone to consolidate learning   (20 min.)

- Put the trainees into pairs and ask them to think of interview questions to find out what one of their peers has learned from being on this course.
- Ask them to create 8 – 10 interview questions
- Regroup them with a different partner.
- Ask the trainees top interview each other and record the interview using a phone or the webcam on their computer. Tell them they can use audio or video.
- Tell them to save it onto their computer hard drive.

Activity No. 5: Knowledge sharing and consolidation   (15 min.)

- Show the trainees how to add their clips to a PPT presentation slide.
- Ask the trainees to create a short presentation and add their clip to the presentation.
- Ask them to share the presentation with a partner and watch each other's presentation and then give some feedback to their peer.

Activity No. 6: Reflection   (5 min.)

- Ask the trainees to think about what they found most difficult from the session.
- Get their feedback.

- Check to see if the trainees have any questions and clarify any misunderstandings they may have.

Multimedia 3
Creating and editing video clips

Introduction
The tools to create and edit video and images are now freely available online. There are many software applications and tools that teachers can use to create motivating materials for learners. It is even possible to enable learners to use video creation and editing tools to enhance learner voice. In this session, trainees will look at a range of video editing tools and how they can make use of them.

Objective
In this session, trainees will be expected to understand and demonstrate knowledge of the following:
- Create video clips
- Do simple video editing tasks
- Find resources to guide their autonomous learning

Material
- Kapwing Tools: https://www.kapwing.com/tools

Major Content
- Creating and editing video clips
- Exploring editing tools

Activity Facilitation Procedure
Activity No. 1: Brainstorming   (5 min.)
- Ask the trainees how they use YouTube and what kind of videos they like to watch.
- Ask them to brainstorm genres of video content that can be found on YouTube.
- Get them to share some of the types they brainstormed.

Activity No. 2: Editing a Video – Tutorial Research   (20 min.)
- Find out what video editing software trainees have available either on their phones or their laptops.
- Create a document on Google Docs and add the names of the different applications.
- Ask the trainees to search on https://www.youtube.com/ to find a simple tutorial that shows them how to trim a video clip using their chosen video editor.
- Ask the trainees to make notes about how to trim the video and find links to other tutorials for the editing software.

- Share the Google Doc with the trainees and ask them to add the links of the various tutorials they find to the document.

Activity No. 3: Editing a video- Skills Development   **(35 min.)**
- Ask trainees to edit the video clip they made in the previous session.
- Ask them to:
    - o Add transitions between each question.
    - o Edit any superfluous talking from the beginning and end.
    - o Add an introduction using text.
    - o Add an ending text.
- Encourage them to use the tutorials they found to help them.
- Ask the trainees to watch each other's videos and give their peers some feedback.
- Finish by offering your own comments.

Activity No. 4: Exploring Editing Tools   **(20 min.)**
- Show the trainees Kapwing Tools: https://www.kapwing.com/tools (This is a website that enables users to do simple editing tasks for free.)
- Give students a link to the site and ask them to explore the various tools and find 3 – 5 they think would be useful for helping them create educational materials.
- Give the trainees 5 – 10 minutes to explore the tools and then put them into pairs to compare what they found.
- Get some feedback and point out what you think are the most useful tools and why you would use them.

Note: If you want to give trainees alternatives to online video editing, they can download these free editing applications –
- VideoLAN: https://www.videolan.org/vlc/index.html
- Shotcut: https://shotcut.org/

Activity No. 5: Reflection   **(5 min.)**
- Ask the trainees to think back about the session and decide which of the tools they think will be most useful for their teaching.
- Get their feedback.
- Check to see if the trainees have any questions and clarify any misunderstandings they may have.

Multimedia 4

Exploring types of resources

Introduction

In order to consider and make pedagogical choices about how to use multimedia to enhance learning trainees need to have a framework. SAMR is an excellent framework that can help focus trainees' thinking and support their decision making when considering how to use multimedia to enhance learning. In this session trainees will explore the SAMR model and see how it can be applied to classroom task and activities.

Objective

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

- Use of multimedia resources (text, image, animation, audio and video) in teaching learning process
- Develop their use of ICT to create transformative learning
- Create digital audio

Material

- What Is the SAMR Model? https://youtu.be/9b5yvgKQdqE
- The Substitution Augmentation Modification Redefinition Model: https://view.genial.ly/61013aa6e9446b0dd6b346db
- Handout 24 – Which level of SAMR?

Major Content

- Exploring types of resources in multimedia
- The SAMR model
- Creating audio

Activity Facilitation Procedure

Activity No. 1: Introduction to the SAMR Model   (20 min.)

- Tell the trainees that they are going to watch a video about the SAMR model.
- Ask the trainees to watch the video and find out what the S,A,M and R stand for.
- Play the video What Is the SAMR Model?https://youtu.be/9b5yvgKQdqE and make sure that the closed captions are on so they can also read the text.
- Give the trainees time to compare their notes with a partner.
- Play the video again if necessary and give the trainees another chance to add to their notes.
- Show them/give them a link to this graphic and ask them to compare their notes to the graphic - The Substitution Augmentation Modification Redefinition Model: https://view.genial.ly/61013aa6e9446b0dd6b346db
- Point out that the key to developing transformative learning is putting technology into the hands of students.

Activity No. 2: Applying SAMR **(20 min.)**
- Give the trainees Handout 14.
- Ask the trainees to look at the list of activities and decide which stage of the SAMR model each one is.
- Put the trainees in small groups or pairs and ask them to share and compare their views in their group.
- Get some feedback from the trainees and ask them to rationalise their choices.
- (Note: In reality it's very difficult to assign a specific level to each activity, but it's still a useful exercise to explore.
- Remind the trainees that the SAMR model is descriptive not prescriptive, and it doesn't imply any judgement value on the different levels.

Handout 24 – Which level of SAMR?

Which level of SAMR?

Look at these descriptions of activities. Which level of SAMR do you think each one is?

1. Students read a text from the internet and then answer questions about it on a computer screen. As the answer the questions the computer application gives them feedback on their answers.
2. Students attempt to solve a real-world problem. They research the problem online to find out more. They brainstorm solutions and post these on a digital note board for other students to see. They then meet to evaluate the solutions and pick the best one. They then create a video clip explaining their solution, how it would work and who it would impact. They post this YouTube where other people comment on their suggestion.
3. The teacher creates an animated video explaining a maths concept. The students watch the video and then try to solve similar problems.
4. The students do online research at home to find information about a topic they are about to study in their next class. When they meet in class, they share what they have learned with other groups of students. The teacher monitors and identifies gaps in the students' knowledge. The teacher then delivers a lecture or learning materials that help to fill the knowledge gaps they identified.
5. Students create a podcast audio show about a topic they have been studying in class. They post the podcast online so that other students can benefit from their learning.

Activity No. 3: Applying the SAMR Model **(20 min.)**
- Ask the trainees to look at the activities in Handout 24 again.
- Ask them to think about how they could adapt these activities so they could use them with their own students.
- Put them in small groups to design an activity based around one of these ideas.
- Tell them to write the stages of what they would do in the classroom.
- Ask them to upload and share their activities in their shared online space.
- Give them time to read each other's activities.

Activity No. 4: Creating Audio **(20 min.)**

- Put the trainees into groups of 3.
- Tell them you want them to make a short podcast/audio recording summarising what they have learned about SAMR.
- Give them time to share their knowledge and write a script, then ask them to record the podcast on a phone or on a laptop computer (They can use a free online audio recorder and editor at: https://twistedwave.com/online).
- Ask them to upload them to a shared Google Drive folder.
- If there is time they can listen to each other's podcasts.

Activity No. 5: Reflection   (5 min.)

- Ask the trainees to think about the podcasting activity they just completed and decide what level it is in the SAMR model.
- Get their feedback.
- Check to see if the trainees have any questions and clarify any misunderstandings they may have.

Multimedia 5

Multimedia in Project Based Learning

Introduction
Project-based learning (PBL) is a very suitable approach to learning which combines elements if learner voice and the use of technology to develop a range of important 21st century skills, such as collaboration, team working, critical thinking and creative problem solving. PBL uses a framework to enable teachers to develop engaging and interactive lessons for students. In this session, trainees will explore the structure project based learning and learn how technology can play a part in enabling PBL lessons.

Objective
In this session, trainees will be expected to understand and demonstrate knowledge of the following:
- Describe the PBL learning approach
- Use of multimedia resources (text, image, animation, audio and video) in the project based learning process

Material
- Project-Based Learning (PBL)Explained: https://youtu.be/LMCZvGesRz8
- Project-Based Learning pathways: http://www.sciencelessonsthatrock.com/uploads/8/0/9/0/80904242/screen-shot-2018-01-14-at-12-04-09-pm_orig.png
- Steps in a PBL Approach: https://view.genial.ly/60eef1e501f7650d996df993

Major Content
- Understanding PBL
- Applying a PBL approach with the aid of technology

Activity Facilitation Procedure

Activity No. 1: Introduction to Project Based Learning   (20 min.)
- Ask your trainees what they know about Project Based Learning (PBL).
- Write up anything they suggest on the board.
- Tell the trainees they are going to watch a video about PBL.
- Ask them to check their assumptions and make notes about how PBL is different from traditional classroom instruction.
- Play the video - Project-Based Learning (PBL)Explained: https://youtu.be/LMCZvGesRz8
- Give the trainees some time to compare their notes.

- Ask the trainees to look at this graphic and compare their answers with those in the graphic: http://www.sciencelessonsthatrock.com/uploads/8/0/9/0/80904242/screen-shot-2018-01-14-at-12-04-09-pm_orig.png
- Tell your trainees that PBL is an approach that can be applied to any subject, and it can require students to use a number of different digital skills and tools.

Activity No. 2: Technology and PBL **(20 min.)**
- Show trainees the steps that are included in a lesson using the PBL approach. Steps in a PBL Approach: https://view.genial.ly/60eef1e501f7650d996df993
- Ask the students to look at the steps and think about what types of technology could be used during each step of the process.
- Talk through the answers together and make your own suggestions.

Activity No. 4: Applying a PBL Approach **(30 min.)**
- Put the trainees into groups of 4 - 5 and ask them to design a PBL lesson for the students they teach.
- Ask them to think about:
  - the problems they could ask the students to solve.
  - the resources they would need to provide for their students.
  - the technology they would ask students to use at each stage
- Tell them to write out the 7 steps of the plan.
- Ask the trainees to design and create an example project output to show their students.

Activity No. 5: Knowledge sharing **(15 min.)**
- Ask the trainees to form new groups and show and tell the other trainees about the lesson they designed.
- Ask them to get suggestions for how to improve the lesson.

Activity No. 6: Reflection **(5 min.)**
- Ask the trainees to recap the main steps in the PBL approach.
- Check to see if the trainees have any questions and clarify any misunderstandings they may have.

Note keeping 1
(Digital note taking tools)

Introduction

All teachers know that it is important to take notes to remember what we learn, but in the digital era there are many note taking tools that can make note taking more effective. Note taking tools such as OneNote, Evernote and Google Keep are collaborative and can integrate multimedia. This can enable group research and note taking which has big benefits for research and learning. In this session trainees will evaluate several note-taking tools and look at how they can structure effective notes.

Objective

In this session, trainees will be expected to understand and demonstrate knowledge of the following:
- Use of note keeping applications to enhance teaching and learning
- Structure of digital notes

Material

- Evernote: https://evernote.com/
- OneNote: https://www.onenote.com
- Google Keep: https://keep.google.com/
- A Beginners' Guide to OneNote: https://youtu.be/JEJZbjcMkeU
- How to use Evernote: https://youtu.be/6z4plcBQsow
- How to use Google Keep: https://youtu.be/MKXC6nFA7z8

Major Content

- Pros and cons of digital note keeping application
- Structuring of digital notes

Activity Facilitation Procedure

Activity No. 1: Lead-in   (10 min.)
- Ask the trainees to compare the notes they have been taking during the course.
- Ask the trainees who they think has the best notes.
- Find out if anyone in the group has been making notes using any digital tools.

Activity No. 2: Researching Note taking Tools   (30 min.)
- Show the trainees examples of some digital tools they can use for note taking.
- Evernote: https://evernote.com/
- OneNote: https://www.onenote.com
- Google Keep: https://keep.google.com/
- Divide the trainees into 3 groups and tell each group to research one of the notetaking apps.

- Give the groups Handout 25 and ask them to make notes and about the application they research.
- Give group 1: A Beginners' Guide to OneNote: https://youtu.be/JEJZbjcMkeU
- Give group 2: How to use Evernote: https://youtu.be/6z4plcBQsow
- Give group 3: How to use Google Keep: https://youtu.be/MKXC6nFA7z8
- Regroup the trainees into groups of 3 with one student that researched each application.
- Ask the trainees to share what they discovered and work as a group to decide which of the applications they think is best for them.

Handout 25 – Evaluating Notetaking Tools

Evaluating Notetaking Tools

Watch the video and evaluate and make notes about the application.

1. Name of the application:
2. How easy is it to use? Rate from 1 – 10 (10 = very easy – 1 = difficult)
3. Is it free?
4. Does it work on both a computer and a mobile phone?
5. What are the main features?
6. Can you also add media to your notes (video, audio, images, etc.)
7. How could you use it with students?

Activity No. 3: The Pros & Cons of Digital Note taking   (20 min.)

- Put the trainees into groups and ask them to discuss the advantages and disadvantages of using digital notetaking tools.
- Ask the groups to try to think of as many pros and cons as they can.
- Get some feedback and share your own views.

Answers
Advantages are:
- Difficult to lose
- Easy to edit and add to later
- Easy to share with others and work on collaboratives
- Easy to add notifications to so you know when to add to notes or review them
- Digital and enable you to add hyperlinks and digital media to them.
Disadvantages are:
- You need a computer/device with internet access to share the notes.
- You need to learn how to use the application
- You need good keyboard skills to take notes quickly

Activity No. 4: Structuring Digital Notes   (20 min.)
- Ask trainees to read this article and make notes using one of the three note taking applications.

- Give the trainees Handout 267 and ask them to use it to guide the structure of their notes.
- Article: How multimedia can improve learning and instruction'
- https://impact.chartered.college/article/how-multimedia-can-improve-learning-instruction/
- Ask them to set an alert to remind them to review their notes.

Handout 26 Things to include in your notes

Things to include in your notes.

- Title of the article
- Link to the article
- Name of writer
- Date of publication
- Name of publisher
- Main points of interest
- Personal reflection – (How the information relates to their own teaching context)
- When you accessed the article

Activity No. 5: Reflection   (10 min.)
- Ask the trainees how they think making digital notes will impact on their teaching practice.
- Check to see if the trainees have any questions and clarify any misunderstandings they may have.

Note keeping 2
Creating a lesson plan for teaching note taking

Introduction
Digital note taking can help teachers share and collaborate and it is also important for teachers to share these skills with students and digital note taking will help them with their future work and studies and has an important role in supporting their digital literacies. In this session trainees will create lesson plans to teach digital note taking skills.

Objective
In this session, trainees will be expected to understand and demonstrate knowledge of the following:
- Prepare a lesson to teach note
- Organize materials in OneNote and Google Keep.

Material
- Handout 27: Model of lesson planning

Major Content
- Structuring a lesson plan
- Creating a lesson for teaching note taking

Activity Facilitation Procedure
Activity No. 1: Sharing notes   (15 min.)
- Ask the trainees what they can remember about the SAMR model.
- Put the trainees into groups to share what they can remember.
- Tell them they can check their notes to job their memory.
- Give them 5 minutes to share and discuss.
- Get the trainees to share what they know on a note from OneNote or Google Keep.
- Ask the trainees to exchange their notes with another group and try to add to the other group's notes.

Activity No. 2: Structuring a lesson plan   (20 min.)
- Ask the trainees to think about what information they usually include in a lesson plan.
- Put the trainees into small groups and ask them to work collaboratively using a Google document to build a list of items to include on their lesson plan.
- Show the trainees Handout 27 and ask them to check they have included all the items.
- Ask the trainees if there is anything else they would like to include on their lesson plan.

- Ask them if they could add a section that identifies which level of the SAMR model they are applying with each of their activities.

Handout 27: Model of lesson planning

Learning Plan	
Subject/Course	
Topic	
Lesson Title	
Level	
Duration	
Learning Objectives Overall Core Skills Other	
Summary of Key Tasks - Procedure	
Technologies Used	
Pedagogical Approach	
Additional Materials	
Evaluation Method	

Activity No. 3: Creating a note taking lesson   **(40 min.)**
- Tell the trainees you want them to design a lesson to teach students how to use a note taking application and take notes.
- Tell them they can base the lesson on either OneNote or Google Keep.
- Tell them the lesson should include the following features:
  o Helping students access the application.
  o Helping students understand how to use the application
  o Help students understand how to structure their notes
  o A practice activity
  o Some form of peer collaboration
  o Include Handouts for students
- Tell the trainees they can work in pairs or small groups to create their lesson plan.

- Ask the trainees to create their lesson plan and materials in a digital format they can share.
- Tell the trainees they have 30 minutes to write their lesson plan.

Activity No. 4: Peer feedback   **(15 min.)**
- Ask the trainees to exchange the links to their lesson plans and materials.
- Ask the trainees to look at the materials their peers created and find features of the lesson that they really like and would like to use.
- Ask them also to evaluate what part of the SAMR model the lesson demonstrates.
- Share what they liked about the lesson they evaluated.

ICT Based Projects 1

Project work preparations

Introduction

Trainees will undertake four projects, consisting of two mandatory projects (projects 1 & 2) and two from the other four options (projects 3-6). The projects are an important part of the course and they enable trainees to adapt what they have learned on the course and plan how they will apply it in their own classrooms. In this session, trainees will develop ideas for their project work and will engage in knowledge sharing activities and support one another as they develop their own projects.

Objective

In this session, trainees will be expected to understand and demonstrate knowledge of the following:
- Create project concepts
- Address project work and prepare for sharing knowledge and ideas

Material
- Handout 28: Planning Guide

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.
- Tell the trainees they 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.

- Either set up or get trainees to set up, an online 'group' for each project. This could be a Facebook page/groups, an online file sharing space (such as Dropbox, box, Google Drive, OneDrive, etc.) or messaging group app (e. g. WhatsApp, Viber, Signal, Telegram).
- Tell the trainees 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.
- 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, 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.
- Trainees may want to use headings such as those outlined in the table below to help with their initial thinking and planning.

Handout 28: Planning Guide

Project number and focus	
Subject/learning area(s)	
ICT Learning Area	
Key ICT Skills	
How will it enhance students' ICT skills?	
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: Reflection   **(10 min.)**

- Remind the trainees of the group space and its purpose as a source for support throughout project work development.
- Remind the trainees that they will need to add their draft outlines to the shared space for others to explore.
- Ask the trainees if they have any questions and try to answer them.

ICT Based Projects 2

Preparing draft project work outlines

Introduction

Projects and project work is an essential part of the course and a very important part of any teachers' professional development. In order to be effective projects, need to be developed through and planned through a process of drafting, seeking feedback and reflection. In this session trainees will draft project outlines with their buddies and prepare to present then to the group.

Objective

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

- 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.

ICT Based Projects 3
(Project work further development)

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.

Objective
In this session, trainees will be expected to understand and demonstrate knowledge of the following:
- Plan in-school project work
- Share draft work with the wider group

Material
- Handout 29 Tools for reviewing

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 several 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.

Handout 29: Tools for reviewing

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

Activity No. 3: Reflection   **(5 min.)**

- Tell trainees to 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.

Cyber ethics and security

Introduction

Cyber ethics and students' safety online are a major concern for teachers around the world. Trainees need to be aware of some of the threats that exist and how they can protect students from these.

In this session the students will explore some of the key areas of cyber ethics and security. This will include looking at how we can help to protect our students and ensure they stay safe while online.

Objective

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

- What digital footprint means, how it is created and its impact
- What copyright issues they need to be aware of when creating materials
- What constitutes plagiarism in students work and their own research
- What cybercrimes are a potential threat to students
- Awareness of online safety measures for teachers and students

Material

- Handout 30 - Cyber ethics and security
- Digital Footprint Explained https://youtu.be/MOks7UONCT4
- Cyberbullying Facts https://youtu.be/0Xo8N9qlJtk
- E-safety for Teachers Part 1- https://peacheypublications.com/e-safety-for-teachers-part-1
- E-safety for Teachers Part 2 –https://peacheypublications.com/e-safety-for-teachers-part-2
- The Plagiarism Quiz https://peacheypublications.h5p.com/content/1291392803591180377
- 10 Most Common Types of Plagiarism - https://myassignmenthelp.com/blog/the-10-most-common-types-of-plagiarism/
- Quetext: https://www.quetext.com/
- SmallSEOTools: https://smallseotools.com/plagiarism-checker/

Major Content

- Digital footprints
- Copyright issues
- Plagiarism
- Safety measures

Activity Facilitation Procedure

Activity No. 1: Warmer – Knowledge sharing   (10 min.)

- Give the trainees Handout 30.
- Put the trainees in groups of 4 – 5.

- Ask the trainees to ask and answer the questions and find out what people in their group know about cyber ethics and security.
- Give the trainees 5 -7 minutes to discuss.
- Get some feedback from the trainees and help to clarify any misunderstandings.

Handout 30: Cyber ethics and security

Cyber ethics and security

Ask other trainees in your group.
1. What is digital footprint?
2. What do you know about your digital footprint?
3. What are the main forms of cybercrime teachers and students need to be aware of?
4. What measures can we take to protect ourselves and our students online?
5. What is plagiarism?

Activity No. 3: Researching Digital Threats   (20 min.)
- Tell the trainees they are going to find out more about digital threats.
- Split the trainees into two groups.
- Give one group the link to - Digital Footprint Explained
  https://youtu.be/MOks7UONCT4
- Give the other group the link to - Cyberbullying Facts https://youtu.be/0Xo8N9qlJtk
- Ask the groups to watch their video and use their notetaking tool to make notes.
- Give the trainees 10 minutes to do their research and make notes.
- Put the trainees into pairs with one student from each group.
- Ask them to exchange information and what they discovered.
- Ask them to tell you what they learned.

Activity No. 3: Tips for Protecting Students   (20 min.)
- Tell the trainees that they are going to find some tips for how to protect their students.
- Put the trainees into the same groups again.
- Give one group the link to – E-safety for Teachers Part 1-
  https://peacheypublications.com/e-safety-for-teachers-part-1
- Give the other group the link to - E-safety for Teachers Part 2 –
  https://peacheypublications.com/e-safety-for-teachers-part-2
- Ask them to read and take notes.
- Give the trainees 10 minutes to make notes.
- Regroup the trainees into pairs and ask them to share what they learned from the article with their partner.
- Ask them which of the tips they found most useful and get some feedback.
- Ask them what tips they could add.
- Add some of your own tips on how to protect students.

Activity No. 4: Students and Plagiarism   (10 min.)
- Tell the trainees they are going to do a quiz to find out how well they can identify plagiarism.
- Give the trainees the link to The Plagiarism Quiz –
  https://peacheypublications.h5p.com/content/1291392803591180377

- Ask them to work alone and do the quiz.
- Give them 5 minutes to complete the quiz.
- Ask the trainees to compare their scores and see who got the highest score.
- Ask the trainees to review their answers and try to understand why they were wrong.

Activity No. 5: Understanding Plagiarism   **(15 min.)**
- Tell the trainees that two important aspects of plagiarism are 1. The work their students submit. 2. The materials they create for their students.
- Give the trainees a link to – 10 Most Common Types of Plagiarism - https://myassignmenthelp.com/blog/the-10-most-common-types-of-plagiarism/
- Ask the trainees to work in pairs and decide which of the 10 types apply more commonly to the work of teachers and which to the work of students.
- Give them 10 minutes to read through the article together.
- Get some feedback from the trainees and get them to justify their answers.

Activity No. 6: Tools for Detecting Plagiarism   **(10 min.)**
Give the trainees the links to these 2 plagiarism detection tools.
- Ask the trainees to use the tools to check for plagiarism in this article - E-safety for Teachers Part 1- https://peacheypublications.com/e-safety-for-teachers-part-1
- Ask them to decide which of the two tools work for effectively.
    - Quetext: https://www.quetext.com/
    - SmallSEOTools: https://smallseotools.com/plagiarism-checker/
- Get some feedback from the students and highlight when one might be more effective than the other.

Activity No. 7: Reflection   **(5 min.)**
- Ask the trainees to think about how their understanding of plagiarism has changed.
- Get some feedback.
- Check to see if the trainees have any questions and clarify any misunderstandings they may have.

Miscellaneous 1

(Training Examination)

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.

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

Objective

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   (15 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   (15 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   **(70 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 2

(Appraisal and closing)

Day: Ten   **Session: Three**   **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.

Objective

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 WhatsApp, 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.