DigiPath

Workshop Contents

TOPIC 1
Integration of Digital Resources

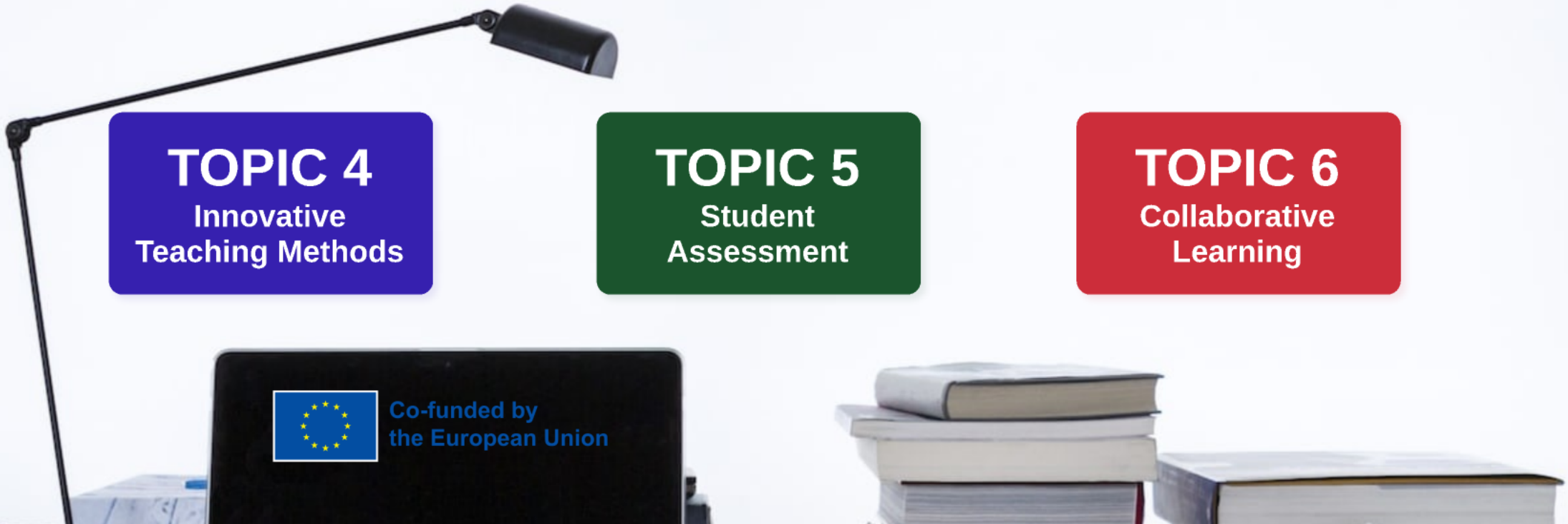
TOPIC 2
Digital Content Creation

TOPIC 3
Digital Teaching

TOPIC 4
Innovative Teaching Methods

TOPIC 5
Student Assessment

TOPIC 6
Collaborative Learning



TOPIC 1 - Integration of Digital Resources

This topic area focusses on the integration of digital resources in the classroom in face-to-face and virtual scenarios. WS participants will learn how to identify, assess and select digital resources to support and enhance their teaching practice. They can organise digital content and make it available to learners. They can plan for and implement digital devices and resources in the teaching process, to enhance the effectiveness of teaching interventions.

Learning Outcomes

Application Topics

AT1.1 Video Sharing Services

AT1.2 E-Books

AT1.3 Image Databases

AT1.4 Open Educational Resources

Explorer (A2)

- select digital technologies and resources according to the learning objective and context
- identify digital content relevant for teaching and learning applying simple internet search strategies
- list educational platforms which provide educational resources
- share educational content via email attachments or through links
- differentiate between types of copyright attributed to internet resources
- correctly reference resources affected by copyright

Integrator (B1)

- select digital technologies and resources according to the learning objective and context
- adapt the search strategies based on the obtained results
- filter results to find suitable resources, using appropriate criteria
- evaluate the quality of digital resources based on basic criteria
- select resources that learners may find appealing
- share educational content in virtual learning environments or by uploading, linking or embedding it
- explain how copyright rules apply to digital resources used for school purposes
- correctly reference resources affected by copyright

Expert (B2)

- select digital technologies and resources according to the learning objective and context
- adapt the search strategies to identify adaptable resources and modify those resources
- evaluate the reliability of digital resources and their suitability for the learner group and specific learning objective
- share resources embedding them into digital environments
- set up learning sessions or other interactions in a digital environment
- differentiate between different licenses attributed to digital resources and modify the resources according to the granted permissions
- correctly reference resources affected by copyright

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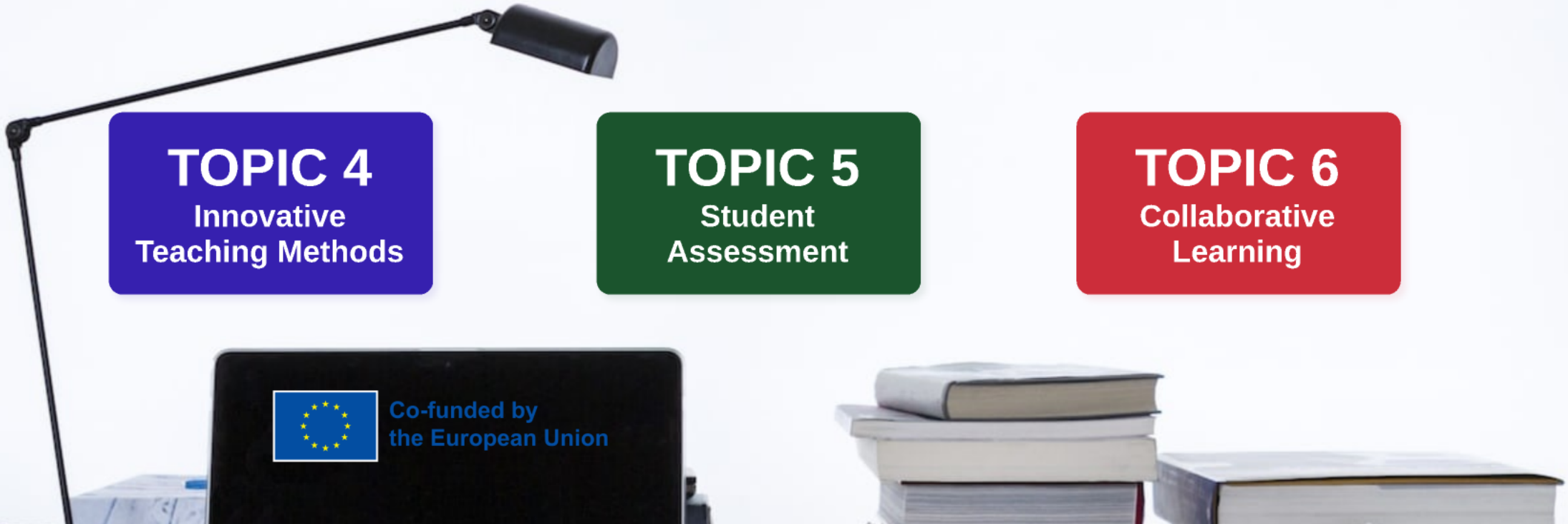

TOPIC 2 - Digital Content Creation

This topic area focusses on the creation of digital teaching materials that teachers can use in their classroom. WS participants will learn how to modify and build on existing openly licensed resources and other resources where this is permitted. They can create or co-create new digital educational resources. They effectively protect sensitive digital content, know how to respect and correctly apply privacy and copyright rules. They know how to protect personal data and privacy in digital environments. They understand the use and creation of open licenses and open educational resources, including their proper attribution.

Learning Outcomes

on

Application Topics

AT2.1 Screencast Tools

AT2.2 Audio Resources

AT2.3 Video Resources

Explorer (A2)

- exploit software to design, create and modify digital teaching materials
- create digital resources for instructional purposes
- describe how digital technologies can support differentiation and personalisation
- use digital technologies to visualise and explain new concepts in a motivating and engaging way, e.g. by employing animations or videos
- list the main types of tools for the authoring of audio and video
- ensure that all learners have access to the digital contents used in class
- protect personal and sensitive data and restrict access to resources as appropriate
- list accessibility issues that can prevent learners from accessing digital teaching materials

Integrator (B1)

- exploit software to design, create and modify digital teaching materials
- integrate animations, links, multimedia or interactive elements in digital resources
- modify digital learning resources to fit them to the learning context
- address a specific learning objective when selecting, modifying, combining and creating digital learning resources
- choose the proper copyright for resources created from scratch and make it visible correctly
- ensure that all learners have access to the digital contents used in class
- protect personal and sensitive data and restrict access to resources as appropriate
- reflect on potential accessibility issues when modifying or creating digital resources

Expert (B2)

- exploit software to design, create and modify digital teaching materials
- modify and combine a broad variety of resources (incl. animations, interactive tools, audio) to tailor learning activities to a concrete learning context and objective, and to the characteristics of the learner group
- modify the resources according to the granted copyright permissions
- ensure that all learners have access to the digital contents used in class
- protect personal and sensitive data and restrict access to resources as appropriate
- reflect on potential accessibility issues when modifying or creating digital resources

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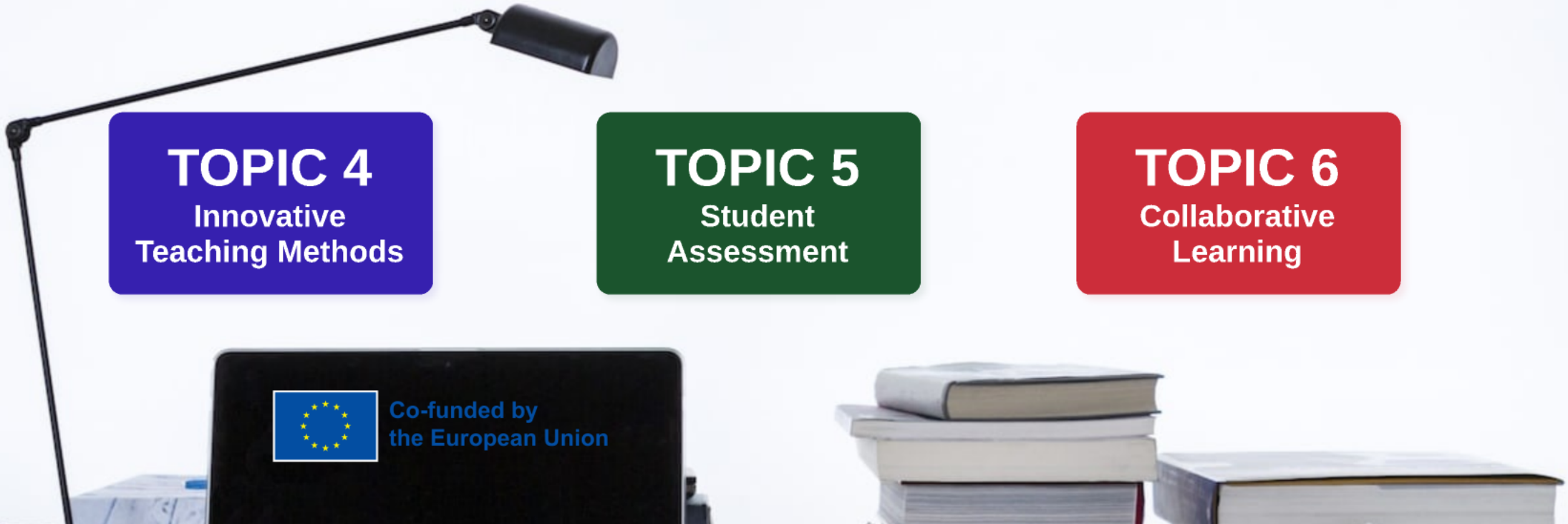

TOPIC 3 - Digital Teaching

This topic area focusses on the development of digital teaching skills. WS participants will learn how to effectively use digital technologies to manage and orchestrate digital teaching interventions. They use digital technologies and services to enhance the interaction with learners, individually and collectively, within and outside the learning session. They use digital technologies to offer timely and targeted guidance and assistance.

Learning Outcomes

Application Topics

AT3.1 Online Conferencing

AT3.2 Presentation Software

Explorer (A2)

- exploit the available technologies in the classroom, e.g. digital whiteboards, projectors, PCs
- list the main tools for authoring digital presentations
- list the main tools for setting up online conferencing
- select digital technologies according to the learning objective and contex
- set up learning sessions or other interactions in a digital environment
- exploit digital technologies, e.g. email or chat, to respond to learners' questions or doubts
- explain the importance of ensuring equal access to the digital technologies used for all students

Integrator (B1)

- exploit the available technologies in the classroom, e.g. digital whiteboards, projectors, PCs
- exploit different digital communication channels and tools, depending on the communication purpose and context
- set up learning sessions or other interactions in a digital environment
- select digital technologies according to the learning objective and context
- listen to learners' problems and respond to their questions
- identify compensatory digital technologies that can be used for learners in need of special support

Expert (B2)

- exploit the available technologies in the classroom, e.g. digital whiteboards, projectors, PCs
- select the most appropriate channel, format and style for a given communication purpose and context
- adapt communication strategies to the specific audience
- exploit digital technologies in teaching to increase methodological variation
- set up learning sessions or other interactions in a digital environment
- monitor learners' behaviour and provide individual guidance and support as needed
- consider and respond to potential accessibility issues when setting up digital teaching

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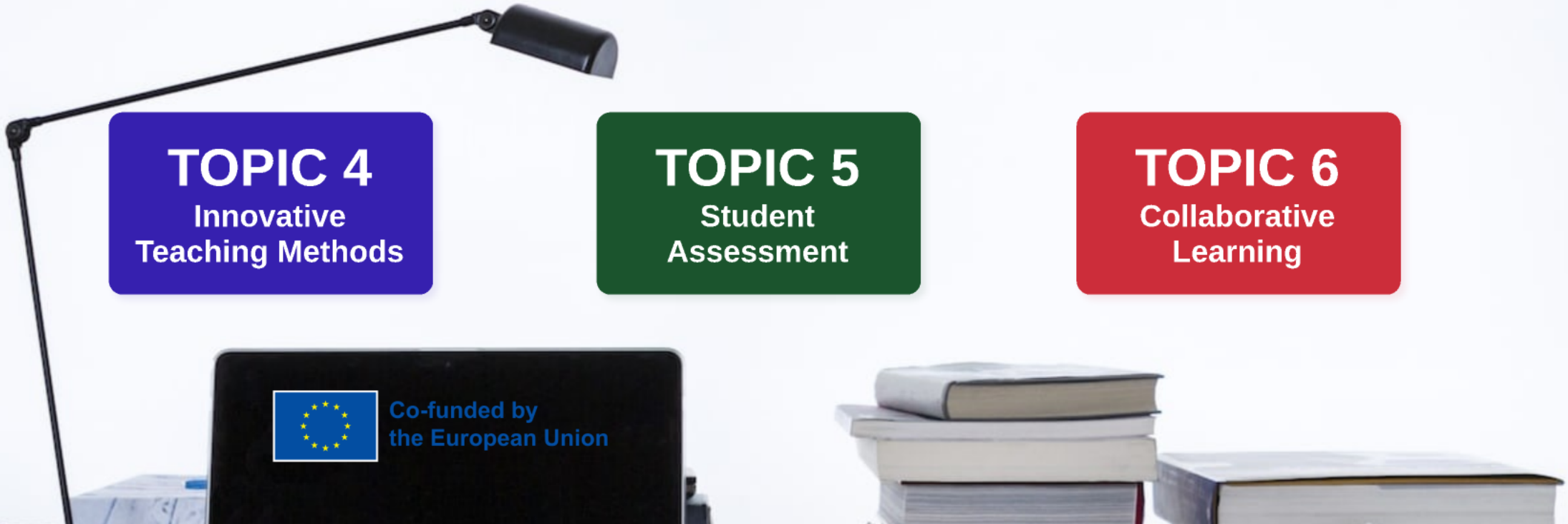


TOPIC 4 - Innovative Teaching Methods

This topic area focusses on the implementation of innovative teaching methods in the classroom in face-to-face and virtual scenarios. WS participants will learn how to use digital technologies to foster learners' active and creative engagement with a subject matter. They open up learning to new, real-world contexts, which involve learners themselves in hands-on activities, scientific investigation or complex problem solving, or in other ways increase learners' active involvement in complex subject matters. They are happy to experiment with and develop new formats and pedagogical methods for instruction.

Learning Outcomes

Application Topics

AT4.1 Game-Based Teaching

AT4.2 Interactive Lessons

AT4.3 Flipped Classroom

Explorer (A2)

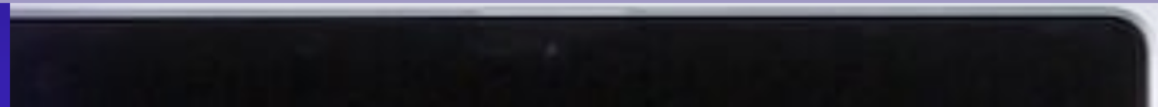
- choose digital technologies according to the learning objective and context
- exploit digital technologies to visualise and explain new concepts in a motivating way
- locate digital resources (incl. apps and/or games) for learners
- employ digital learning activities which are engaging, e.g. games
- explain how digital technologies can support differentiation and personalisation
- encourage learners to use digital technologies to support their individual learning activities and assignments

Integrator (B1)

- apply basic modifications to the digital learning resources used to fit them to the learning context and learners' needs
- manage the integration of digital content
- locate digital resources (incl. apps and/or games) for learners
- employ a range of digital technologies to create a relevant, rich and effective digital learning environment
- choose the most appropriate tool for fostering learner active engagement in a given learning context or for a specific learning objective
- put learners' active use of digital technologies at the centre of the instructional process

Expert (B2)

- when designing learning activities, use a range of different digital technologies, adapted and adjusted to account for different needs, levels, speeds and preferences
- manage the integration of digital content
- locate apps and/or games for learners, which facilitate the integration of a range of interactive elements and games into self-created instructional resources
- allow for different learning pathways, levels and speeds and flexibly adapt my strategies to changing circumstances or needs when sequencing and implementing learning activities



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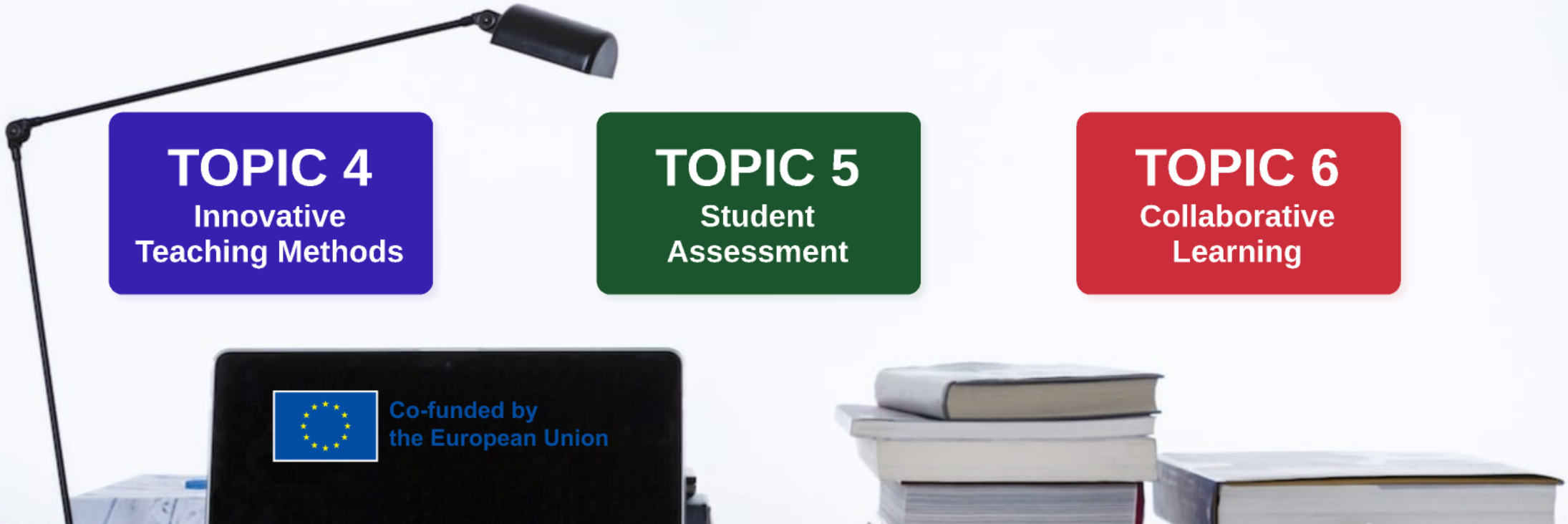

TOPIC 5 - Student Assessment

This topic area focusses on the ways in which digital tools can be used to assess and track students' achievements. WS participants will learn how to generate, select, critically analyse and interpret digital evidence on learner activity, performance and progress. They can adapt teaching strategies and provide targeted support, based on the evidence generated by the digital technologies used. They use digital technologies to enhance the diversity and suitability of assessment formats and approaches. They use digital technologies to provide targeted and timely feedback to learners. To use digital technologies to support self-regulated learning processes.

Learning Outcomes

Application Topics

AT5.1 Quizzes

AT5.2 E-Portfolios and Diaries

AT5.3 Questionnaires

Explorer (A2)

- list the main types of tools supporting students' assessment available on the web
- employ digital technologies to create assessment tasks
- plan for students' use of digital technologies in assessment tasks
- list digital assessment tools that can be used within the teaching process to receive timely feedback on learners' progress
- employ digital learning activities which are motivating and engaging, e.g. quizzes
- share educational content via email attachments or through links

Integrator (B1)

- evaluate the most suitable tool supporting students' assessment in a specific situation
- exploit digital technologies to allow learners to record and showcase their work
- exploit digital technologies for learner self-assessment
- employ existing digital technologies for formative or summative assessment to support a specific assessment goal
- evaluate the data resulting from digital assessments to inform learning and teaching
- employ digital technology to give feedback on electronically submitted assignments
- help learners to access information on their performance, using digital technologies

Expert (B2)

- exploit digital technologies or environments to allow learners to manage and document all stages of their learning
- help learners in developing, applying and revising suitable criteria for self-assessment, with the support of digital technologies
- employ a range of e-assessment software, tools and approaches, for formative assessment, both in the classroom and for learners to use after school
- design digital assessments which are valid and reliable
- employ digital technologies within the teaching process to receive timely feedback on learners' progress and visualise learners' activities

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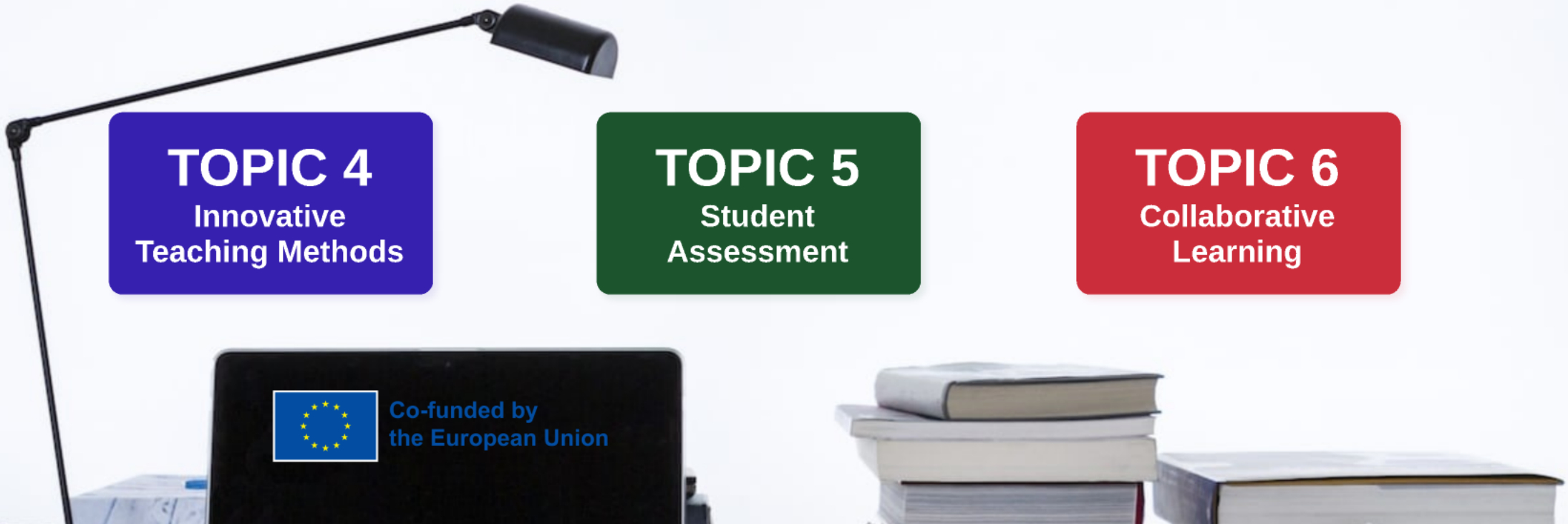

MODULE 6 - Collaborative Learning

This topic area focusses on the establishment of collaborative learning environments. WS participants will learn how to use digital technologies to foster and enhance learner collaboration. They enable learners to use digital technologies as part of collaborative assignments, as a means of enhancing communication, collaboration and collaborative knowledge creation. They can also use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience, and collaboratively innovating pedagogic practices. They communicate responsibly and ethically with digital technologies, e.g. respecting netiquette and acceptable use policies (AUP).

Learning Outcomes

Application Topics

AT6.1 Collaborative Web Platforms

AT6.2 Shared Drives & Collaborative Editing

AT6.3 Learning Management Systems

Explorer (A2)

- list the main types of collaborative tools available on the web
- share educational content via email attachments or through links
- encourage learners to use digital technologies for collaborative activities
- list the basic netiquette rules
- evaluate administrative data (e.g. attendance) and data on student performance (e.g. grades) for individual feedback and targeted interventions
- employ digital technologies to compile an overview on learners' progress to create a basis for offering feedback and advice
- communicate responsibly and ethically with digital technologies, e.g. respecting netiquette

Integrator (B1)

- evaluate the most suitable collaborative tool for a specific educational strategy in a defined context
- design and implement collaborative activities, in which digital technologies are used by learners for their collaborative knowledge generation
- exploit different digital communication channels and tools, depending on the communication purpose and context
- employ digital technology to grade and give feedback on electronically submitted assignments
- effectively protect sensitive content, e.g. exams, students' reports
- identify data on learners' activity that can help monitor their progress and provide them with timely feedback and assistance
- communicate responsibly and ethically with digital technologies, e.g. respecting netiquette

Expert (B2)

- apply a range of different pedagogic strategies in which learners use digital technologies for communication and collaboration
- coherently and effectively bring together different collaborative tools support a collaborative activity
- monitor and guide learners' collaborative interaction in digital environments
- employ digital technologies to enable learners to share insights with others and receive peer-feedback, also on individual assignments
- respect appropriate social settings and interaction modes when integrating digital technologies (e.g. respecting netiquette)
- interpret the data and evidence available to better understand individual learners' needs for support

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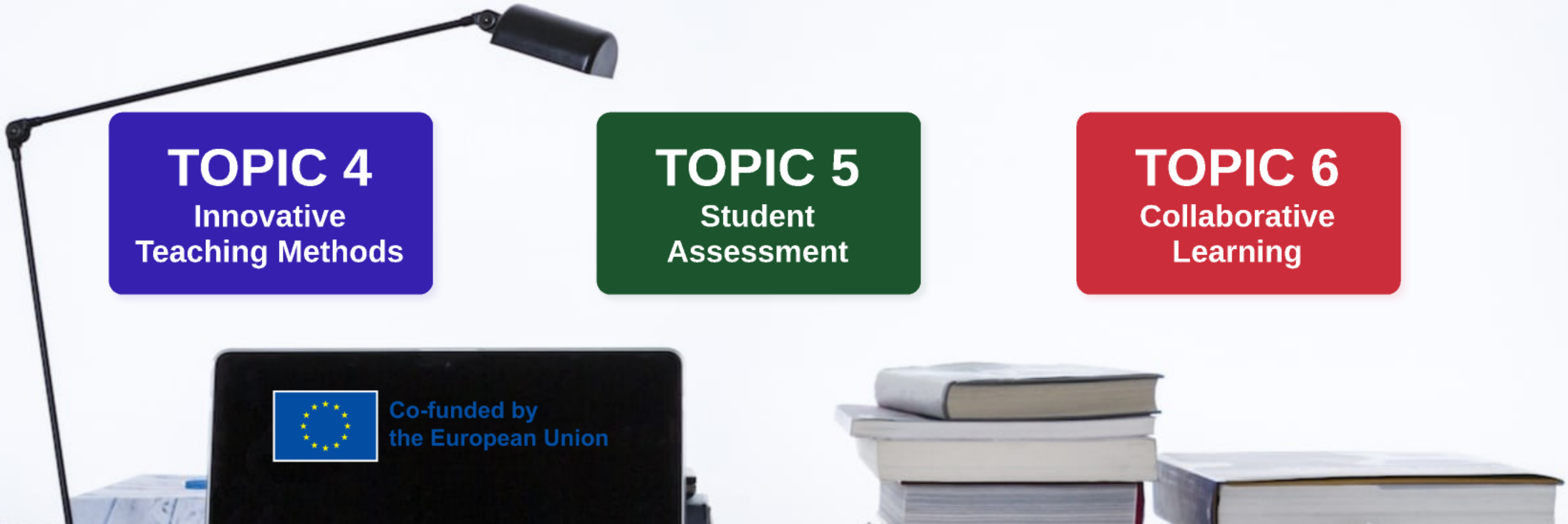
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