NACIONALINĖ ŠVIETIMO AGENTŪRA

ŠMSM

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Kuriame Lietuvos ateitį

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Theme 5: Application of Digital Learning Tools

Webinar 2

17th January 2023

14.00 to 18.00

Jane English & Jane Doughty

Webinar 2 Using Digital Tools
Learning Outcomes

1. Understanding the desired outcomes for students from developing digital competence.
2. Developing knowledge of an online tool – SELFIE for auditing digital competence in schools
3. Planning the development of digital competence in schools.
4. Understand how using digital tools impacts on teaching.
5. Considering how to motivate teachers

Welcome to our Guest Speaker

Antanas Balvovlus

Member of Lithuanian Informatics Teachers' Association Board, Former member of the Informatics General Program and Competence Groups of the National Education Agency

Theme *”Digital Competence and the desired outcomes for students”,*

Questions

Questions and comments for Antanas Balvovlus

Where do we start?

All schools will be at different stages of using Digital Tools

developing understanding and planning are important for success

1. develop a clear vision for digital learning
2. develop policies and procedures for embedding digital competence
3. identify a lead responsible for digital competence
4. incorporate digital competence into school improvement plans
5. undertake a mapping exercise of delivery of digital competence
6. undertake staff audits and identify professional learning requirements.

From Education Wales Digital Competency Framework 2018

Where do we start? **Taken from** *From Education Wales Digital Competency Framework 2018*

All schools will be at different stages of using Digital Tools

Developing understanding and planning

1. develop a clear vision for digital learning

What do we want for our school, where do we want to be in 6 months, 1 year, 3 years

2. develop policies and procedures for embedding digital competence

Ensure staff know what is expected of them, using digital tools safely, are pupils allowed to bring in phones etc.

Headteachers are advised to consult with all staff so they have a sense of ownership of this area

Where do we start?- **Taken from** *From Education Wales Digital Competency Framework 2018*

All schools will be at different stages of using Digital Tools

Developing understanding and planning

3. identify a lead responsible for digital competence

Opportunity to give another member of staff leadership experience, as headteacher you can coach them and give them the skills to coach other

4. incorporate digital competence into school improvement plans

Digital literacy must feature in the school improvement plan

Where do we start?- **Taken from** *From Education Wales Digital Competency Framework 2018*

All schools will be at different stages of using Digital Tools

Developing understanding and planning

5. undertake a mapping exercise of delivery of digital competence

6. undertake staff audits and identify professional learning requirements

Both of these actions are vital to the success of introducing digital tools, the EU has a great free tool to help

The purpose of curriculum mapping

1. To identify both subject content and competencies
2. To get a very good picture of what is being delivered to students in the school
3. To get a good picture of how it is being delivered (teaching and learning)
4. To identify how it is being assessed
5. To identify the quality of student outcomes

We then use the information we have gathered

The purpose of curriculum mapping

1. To identify the gaps which the reform requires in the delivery of digital competency
2. To identify different teaching and learning styles
3. To identify the areas which require improvement to student outcomes
4. Use it to inform our decisions on developing digital competence

We use this information to help us
plan the development of digital competence in school

Auditing Digital Competence

- Digital Competence of Teachers
- Digital Competence of Students
- Access to Digital Tools in school
- Access to Digital Tools at home
- Use of Digital Tools at home
- Where are the Digital Tools currently being used in the school

REQUIREMENTS FOR THE CONTENT AND ORGANISATION OF DIGITAL LITERACY PROGRAMMES FOR TEACHERS AND PUPIL SUPPORT SPECIALISTS.

1. information management;

2. communication;

3. creation of digital content;

4. security;

5. digital teaching and learning;

6. solving the problems of digital literacy.

certificate of recognition of digital competence

Professional Development in this area is SO IMPORTANT

Teachers and Support Specialists- Audit

Become familiar with the detail of the Lithuanian Ministry of Certificate of Recognition of Digital Competence

Audit their skills

Identify areas of strength

Identify areas of development

Identify training needs

Identify staff who can offer training to others

Digital Competence of Students

Communication with primary schools

Pupil Focus groups

Online test

Survey or comment sheet

Identify Leaders of Digital Competence

Breakout Session No 1

What would students in Lithuanian schools tells us about the opportunity to use Digital Tools in their lessons?

What positive things would they say?

What negative things might they say?

How might you address negative comments from students?

Audit of Digital Tools

What tools do we have, computers, printers, tablets, phones, microbit?

What software do we have

How accessible are they for staff

How easy is it for staff to use digital tools in their lessons

How strong is the internet connection throughout the school

How good is technical and maintenance support

First Break

We will take a short break.

When you return please turn on your camera so we know you are back with us.

What is SELFIE ?

Developed by European Commission

Free online self reflection tool

Collects information from school leaders, teachers and students

Can be used up to 3 times in one academic year

Separate questionnaire for school leaders, teachers and students

SELFIE

Is your school making the most of digital technology? Discover the SELFIE tool

https://youtu.be/PeKq_tmWTz0

None Judgemental of participants
None judgemental of the school
Questions have a five point scale *Low* 1 2 3 4 5 *High*

Examples of fictitious school to help interpret results

https://education.ec.europa.eu/focus-topics/digital-education

Breakout session No 2

What potential does your school or organisation have to develop the use of Digital Tools?

What are the strengths of your organisation?

What are the areas of development?

SELFIE QUESTIONS

Question types

Each of the three questionnaires is already populated with a set of core questions organised into eight common practice areas:

Area A: Leadership

Area B: Collaboration and networking

Area C: Infrastructure and equipment

Area D: Continuing Professional Development

Area E: Pedagogy: Supports and Resources

Area F: Pedagogy: Implementation in the classroom

Area G: Assessment Practices

Area H: Student Digital Competence

Optional questions, can be added to the core set of questions in order to tailor the questionnaires precisely to your school's needs.

You can also create up to 10 of your own questions (school specific questions) from scratch.

How does it work?

- Participants use a link
- Voluntary
- Anonymous
- 20 minutes students
- 40 minutes teachers
- Participation Certificate

School Leaders Participation

Number of eligible school leaders per education level	% minimum participation rate
Up to 5 school leaders	80%
6-10 school leaders	70%
11-30 school leaders	60%
Above 30 school leaders	50%

Teacher Participation

Number of eligible teachers per education level	% minimum participation rate
Up to 5 teachers	80%
6-10 teachers	70%
11-30 teachers	60%
Above 30 teachers	50%
201-500 teachers	20%
above 500 teachers	10%

Students Participation

Number of eligible students per education level	% minimum participation rate
Up to 50 students	60%
51 to 150 students	50%
151 to 250 students	40%
251 to 500 students	30%
501 to 750 students	25%
751 to 1000 students	20%
More than 1000 students	10%

Results

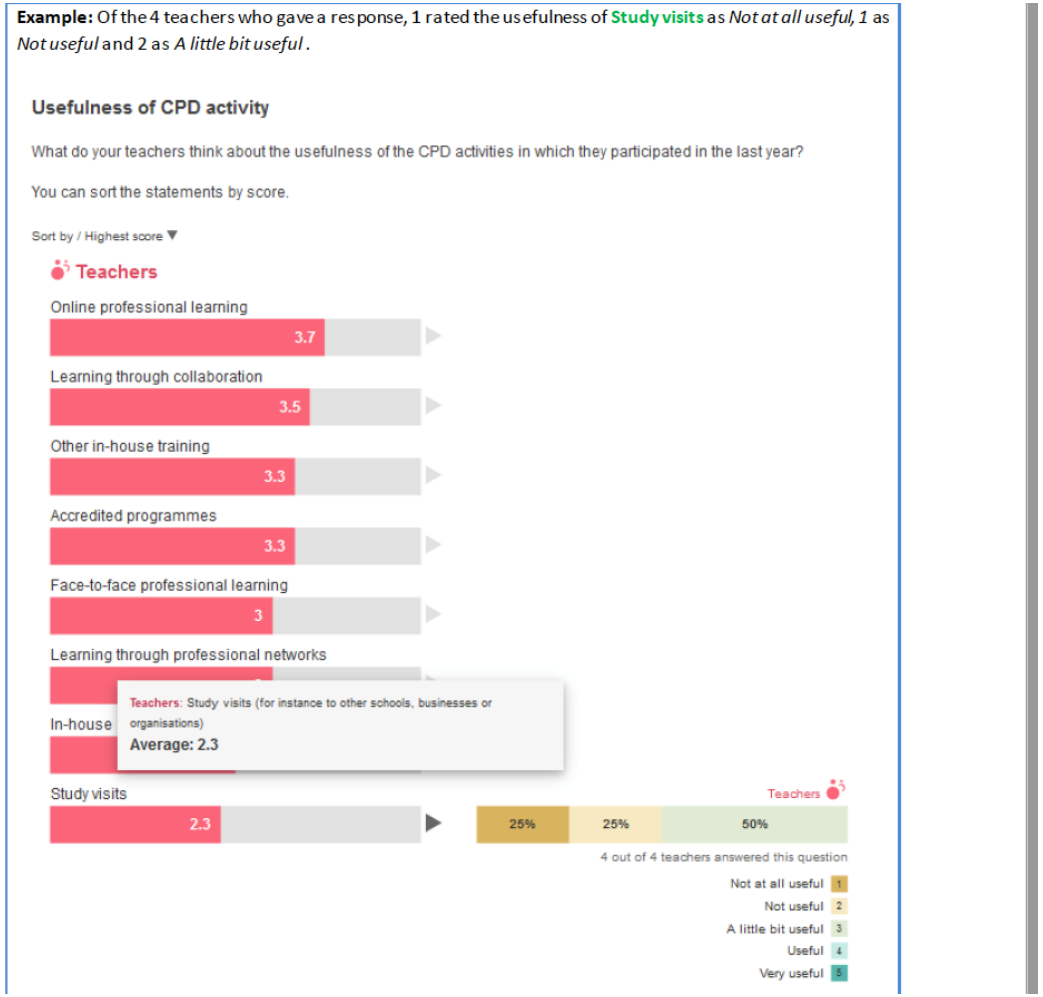
- Results confidential to the school
- School decides how to use results
- Report snapshot in time

How the results can be used

- Self Reflection
- Discussion
- Action plan for better teaching and learning

Usefulness of CPD Activity

Click on bar graph to gain more detailed information



Results of Statements added by the school

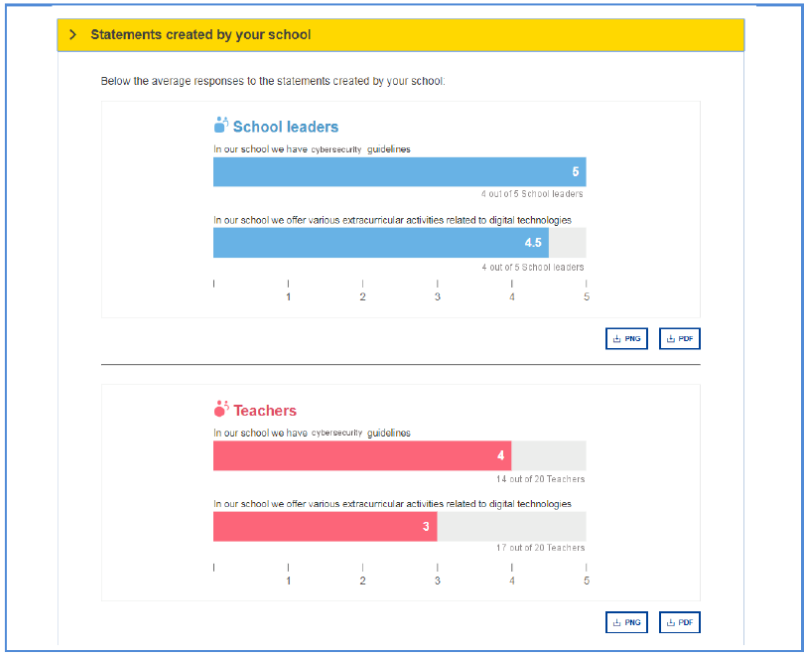
Note difference between teachers and senior leaders responses to the two questions

1. In our school we have cybersecurity guideline
2. In our school we offer extra curricular activities related to digital technologies

STATEMENTS ADDED BY THE SCHOOL

The results for the statements added/created by the school are shown as three bar charts, one for each user group. Each bar chart shows an average rating for each statement and indicates the number of users who responded to that statement.

Example: Two questions were added to the school leader questionnaire and to the teacher questionnaire. Of the two questions to the school leaders, the first was given an average rating of 5, the second was given an average rating of 4.5



What potential does your school or organisation have to develop the use of Digital Tools

Discover the digital potential of your school

https://youtu.be/8_6hVoYXCAI

Second Break

A short break before moving on to how digital tools can improve learning

How does using Digital Tools improve learning for students

Role of teacher is changing

Education was teacher centred

Now student centred

Teachers moving to become facilitators

Students develop digital life skills

How Digital Tools impact on Teacher Roles

Can bring greater value to teaching role

As facilitators a more student centred learning environment

Students can use a range of resources, learning styles and tools

Digital tools can be motivational

Opportunity to provide diverse content, range of communication styles, production tools and assessment tools

How Digital Tools can influence styles of delivery

Digital Tools must be integrated into a subject

Stand alone lessons are being faded out other than as an examination subject

Digital Literacy and Literacy are taught in similar ways

Increase in Blended Learning

Asynchronous Learning

Using Digital Tools to Enhance Learning

Taking advantage of asynchronous learning to encourage learner centred education

Using adaptive learning to support individual attention

Incorporating gamification to increase engagement

Using digital tools to create options for immediate feedback

Incorporating digital tools to encourage feedback

Incorporating digital tools to encourage collaboration

Adding digital assessment tools to enhance test –taking

Use of Virtual Reality

Use of Artificial Intelligence

Simple examples of using digital Tools in the classroom- Science

It must enhance learning, not be an add on

Students in 12th grade are asked to prepare methods of revision for a forthcoming science exam using digital tools.

1. One group choses to create a powerpoint presentation which includes using Kahoot to ask questions
2. Another group choses to use twitter, they create a number of important facts to be tweeted 3 times a day and and end day question which is answered the following morning

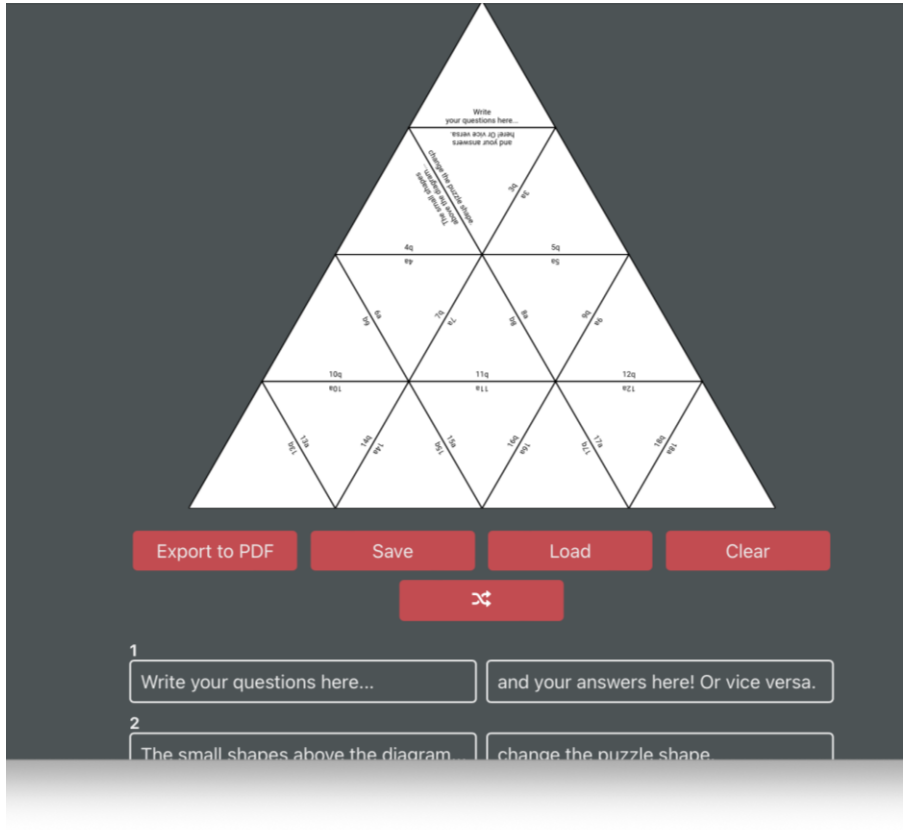
Simple examples of using digital tools to generate teaching resources- Mathematics (any subject)

Students in 6th Grade are learning fractions, the teacher uses a online tarsia programme for students to test their knowledge.

https://www.tarsiamaker.co.uk

http://www.mrbartonmaths.com/teachers/rich-tasks/tarsia-jigsaw.html

Simple examples of using digital Tools in the classroom- Mathematics



Simple examples of using digital tools in the school for leadership and management- survey of parents

The school wants to know what parents think about the quality of teaching their children are experiencing. A questionnaire is created using google forms and a set of 12 i-pads/ tablets are set up ready for the parents consultative evening. Staff or students approach parents as they arrive asking them to answer 10 questions anonymously.

Breakout Session 3- Teacher Motivation

How do you motivate teachers to increase the use of digital tools in the classroom?

How do you convince them it is important?

How do you encourage those who really don't want to use them?

How might you use other members of staff who are enthusiastic about using digital tools?

For the next webinar- example of using digital tools

Please come to the webinar with an example of using a digital tool to improve students learning experiences.

1. Example you have seen another teacher use, or something you have personally used in your classroom.

2. Example used in leading and managing the school

Blended Learning

One definition of Blended Learning

The term ‘blended learning’ describes a teaching style that employs a combination of technology and online educational exercises to assist in the classroom, whilst students also reap the benefits of ‘traditional’ hands-on and in-person lessons.

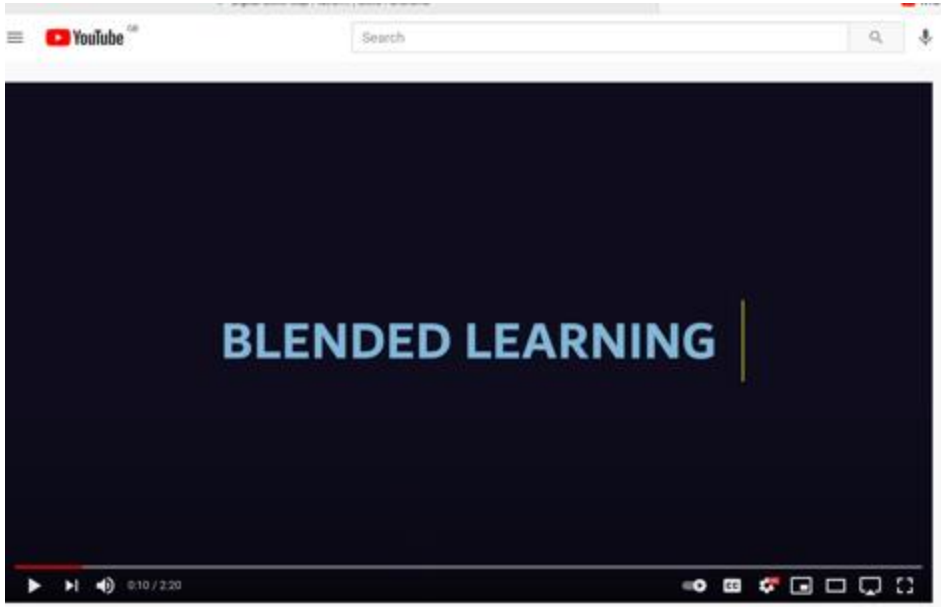
Blended learning consists of a teacher physically in the classroom with students, with the student holding the power to direct the place, time, path and pace of their own learning.

Education Technology 2020 Ultimate Guide to Blended Learning

What is blended learning?

Short Video

https://youtu.be/-bwhR1ZKGRE

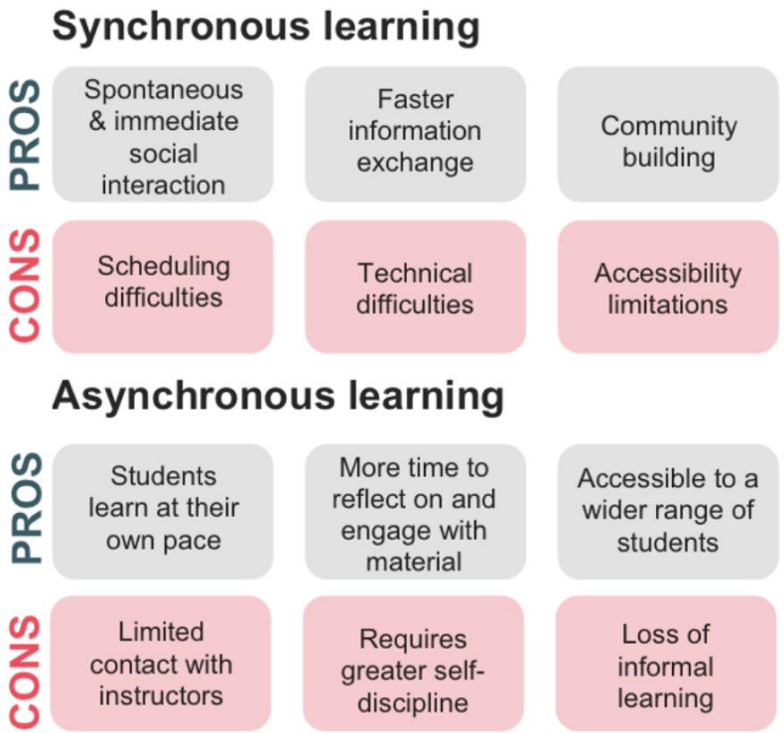


Asynchronous Learning

Synchronous learning refers to instructors and students gathering at the same time and (virtual or physical) place and interacting in “real-time”. Asynchronous learning refers to students accessing materials at their own pace and interacting with each other over longer periods.

Stanford Graduate School Of education

Asynchronous Learning



Synchronous	Hybrid	Asynchronous

Breakout Session 4

Blended and Asynchronous Learning

How might these two styles of learning be appropriate for use in Lithuanian schools

How might they be used?

What challenges might there be?

Thank you

Thank you for all your contributions today – we look forward to seeing you at the next webinar

14.00 to 18.00