# How to digitally teach what you preach

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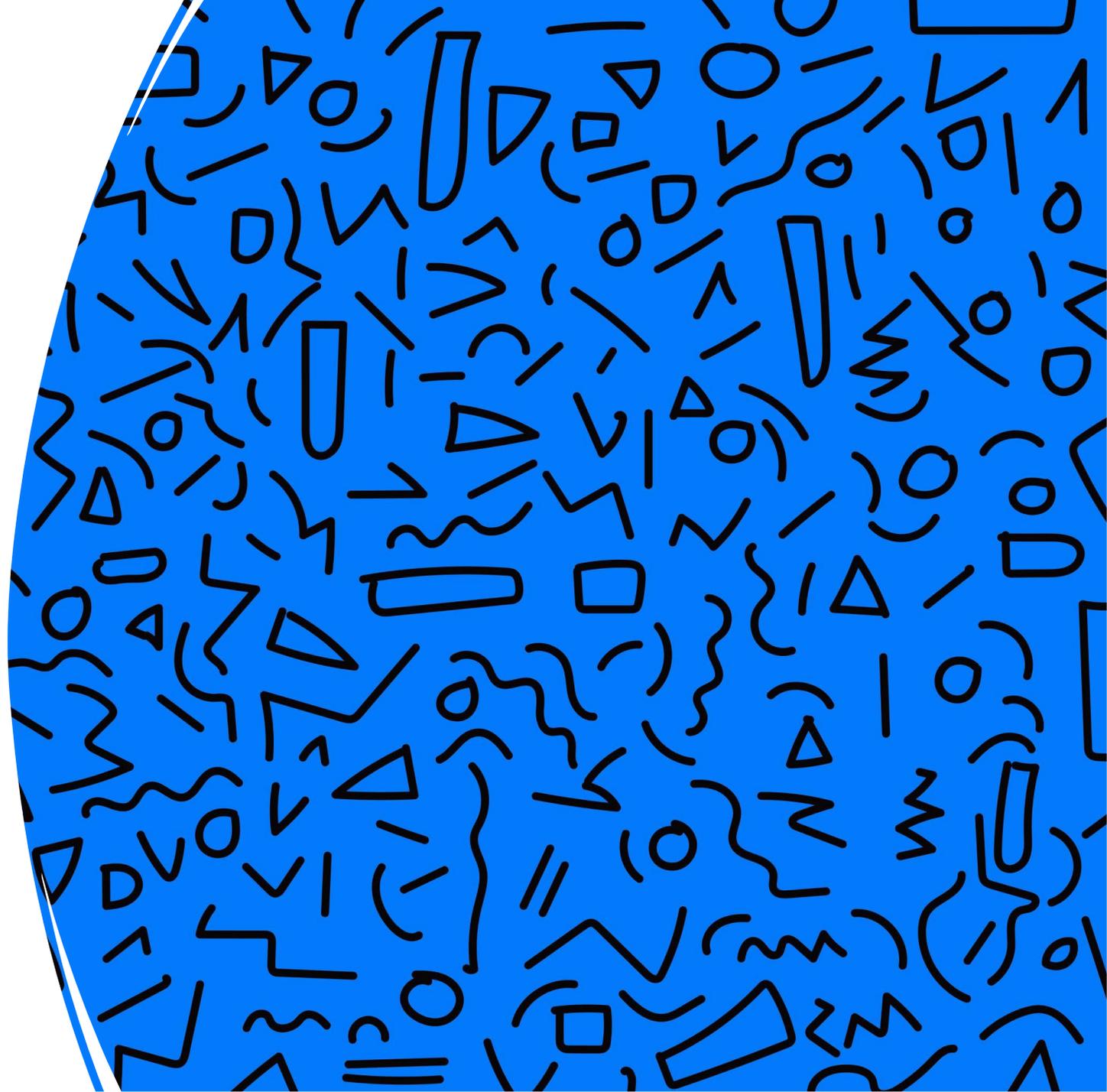
(SELF) REFLECTION

UNDERSTANDING DIGITAL

PLANNING & DESIGNING

(SELF)REFLECTION)

**Some 20 years ago**   **Now**   **In less than 20 years?**

| Digital natives | AI natives | ??? |
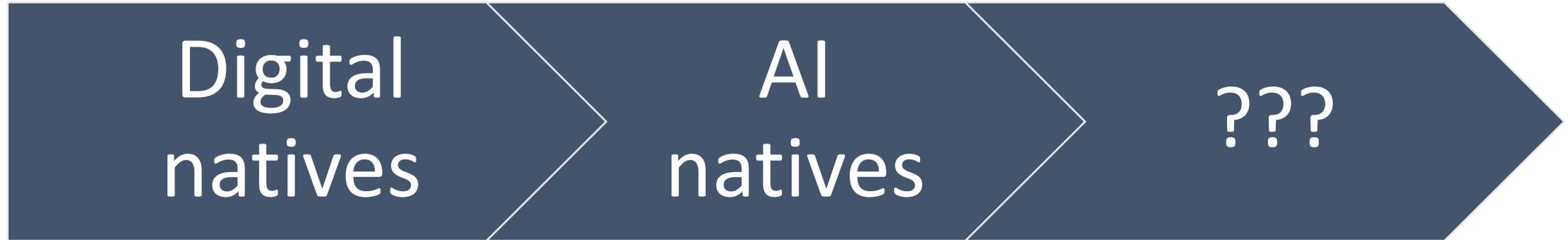
Digital skills/competencies/literacy   Generative AI skills/competencies/literacy

Prensky, Mark (October 4th 2023). *Empowering all young people*

DigComp 2.2

The Digital Competence Framework for Citizens

With new examples of knowledge, skills and attitudes

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Information and data literacy

To articulate information needs, to locate and retrieve digital data, information and content.

To judge the relevance of the source and its content.

To store, manage, and organise digital data, information and content.

Communication and collaboration

To interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity.

To participate in society through public and private digital services and participatory citizenship.

To manage one's digital presence, identity and reputation.

Digital content creation

To create and edit digital content.

To improve and integrate information and content into an existing body of knowledge while understanding how copyright and licences are to be applied.

To know how to give understandable instructions for a computer system.
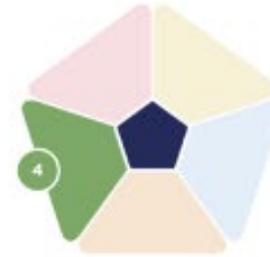
Safety

To protect devices, content, personal data and privacy in digital environments.

To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion.

To be aware of the environmental impact of digital technologies and their use.
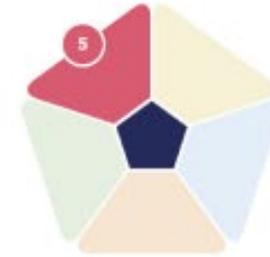
Problem solving

To identify needs and problems, and to resolve conceptual problems and problem situations in digital environments.

To use digital tools to innovate processes and products.

To keep up-to-date with the digital evolution.

FIG.3   DigComp areas (Dimension 1)

Quiz
What is your level?

8 levels

1 I can choose the tools/apps to present myself by creating simple digital content (i.e., text and images, links to ...) **C3**

2 While reading the study material on the screen of my tablet, I can make the font larger to improve the readability. **C5**

3 I can search and find images und **C1** creative common license and download them to use them in my teaching materials.

4 I can use the most appropriate d **C2** tools (e.g. canva) to create a leaflet and a blog when organising an event.

5 I can solve problems of netiquette that arise with my classmates while using a digital collaborative platform (blog, wiki, etc.) **C2**

6 I can detect risks like receiving tweets and other messages from followers with false profiles, or phishing attempts, and also help others. **C4**

7 I can design a web page or a platform which offers also searching and selecting information, data and content. **C1**

8 I can develop a new app or platform for searching and filtering literature on academic/professional topics to be used by the class. **C1**

# European Framework for the Digital Competence of Educators (DigCompEdu)
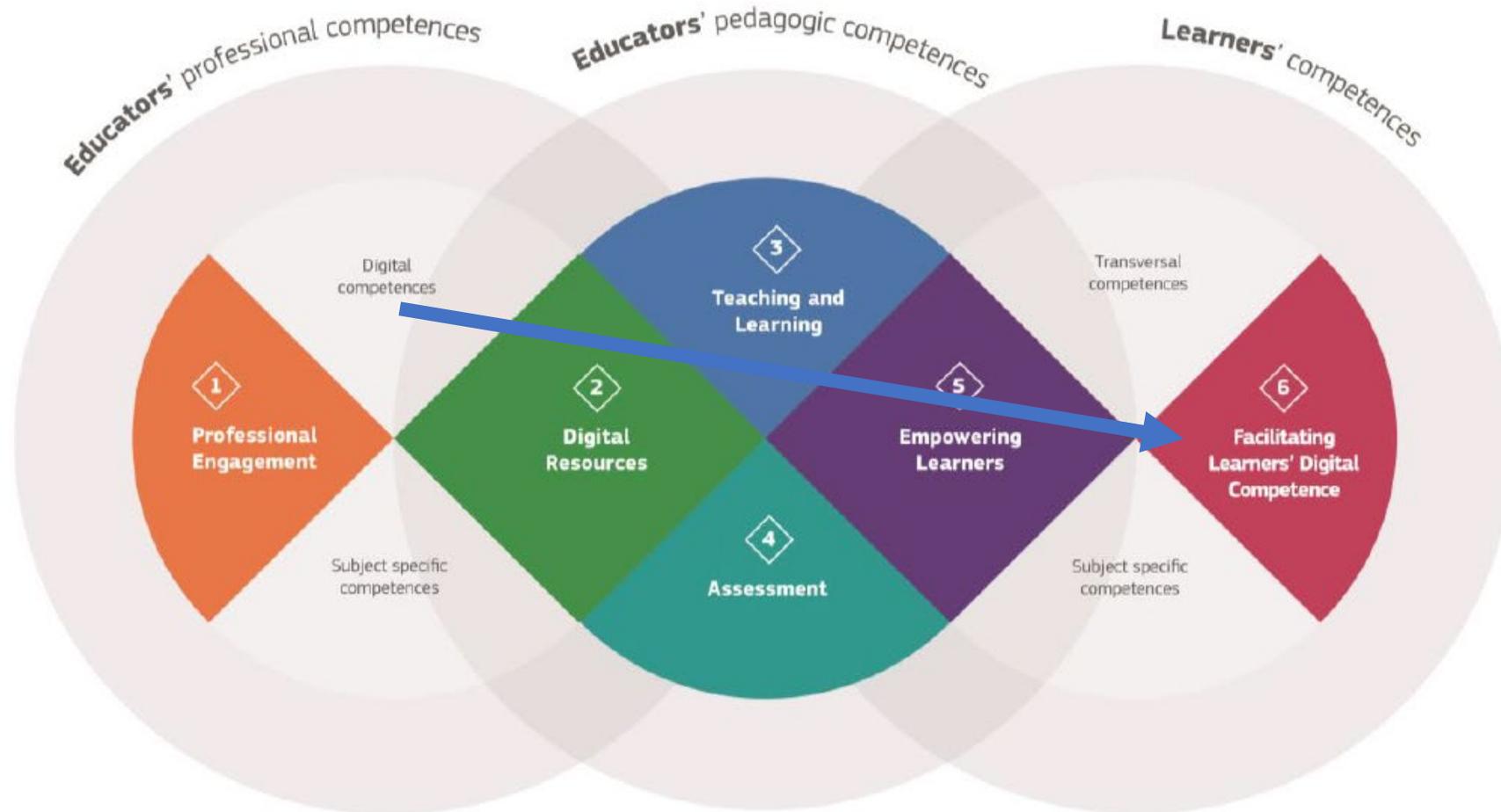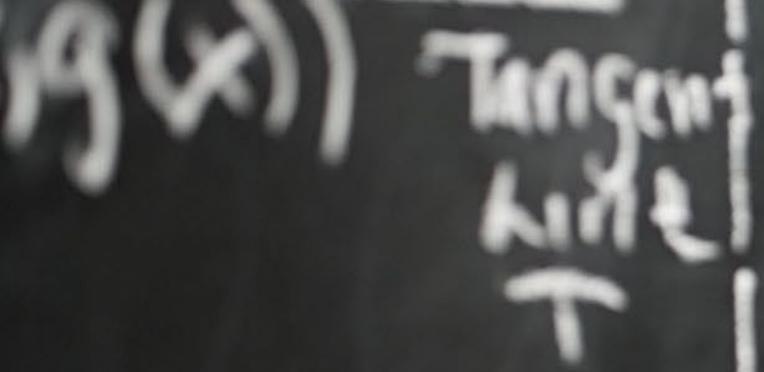
Examples of integrated digital literacy in the Methodological Practice course for Modern foreign languages

Learning outcomes in the Toetskader
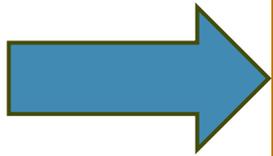
| Defining learning objectives and curriculum (learning outcome D1) - Year 1 (and then 3, 4) | Following a design cycle (learning outcome D2) – Year 1 (and then 3, 4) | Professionalisation (P1) – Year 1 (and then 3, 4) | Guiding the development of students' learning skills (learning outcome I1) – Year 2 (and then 3, 4) |

| Supervising learning processes (learning outcome I2) – Year 2 (and then 3, 4) | Organising activities (learning outcome I3) – Year 2 (and then 3, 4) | Testing and recording student learning outcomes (learning outcome E1) – Year 3 (and then 4) | Employing research skills (P2) – Year 2 (and then 3, 4) |

Professional communication (P4) – Year 2 (and then 3, 4)

Defining learning objectives and curriculum (learning outcome D1/O1)

The teacher can formulate learning objectives integrating learners' digital literacy.

MPA/VHA	MPB/VHB	MPC/VHC	MPD/VHD
Skills: Integrate information literacy in learning objectives		S: Integrate digital literacy in learning objectives	S: Integrate digital competencies in learning objectives
Knowledge: Learner's digital literacy (information literacy)		K: Digital citizenship: being online, well-being online	K: Digital citizenship: rights online
Attitude: Understanding the importance of learners' digital literacy in teaching and learning		A: Understanding the importance of learners' digital literacy in teaching and learning	A: Understanding the importance of learners' digital literacy in teaching and learning

Following a design cycle (learning outcome D2/O2

T can design activities that focus on enhancing learning by making good use of digital tools within the subject area and addressing learners' digital literacy.

MPA/VHA	MPB/VHB	MPC/VHC	MPD/VHD
S: Design an activity in the lesson plan using a digital tool as means to address learning outcomes	S: Design task-based activities in the lesson plan using digital tool(s) as means to address learning outcomes	S: Design task-based activities in the lesson plan series using digital tool(s) and materials as means to address learning outcomes	S: Design online lessons using digital tool(s) and materials as means to address learning outcomes
K: digital tools for the specific subject, SAMR model	K: TPACK Learner's digital literacy	K: Digital citizenship: being online, well-being online	K: Digital citizenship: rights online
A: Understanding the importance of responsibly using digital tools for teaching and learning	A: Understanding the importance of responsibly using and critically evaluating digital tools for teaching and learning	A: Understanding the importance of responsibly using and critically evaluating digital tools for teaching and learning	A: Understanding the importance of responsibly using and critically evaluating digital tools for teaching and learning

Constructive alignment

Learning outcomes

Activities

Assessment

Learning outcomes

By the end of this course, you:

- can formulate relevant concrete (CEFR* and information literacy) learning goals for a lesson or lesson activity for their school subject. (D1)
- can apply **a complete design cycle** when planning a simple communicative language task including teaching materials and instructions in the target language, using digital tools as means to address learning outcomes. (D2)
- have gained new insights in recent developments in methodological and pedagogical aspects, implementing what they have learned from peers, and teachers and applying theory in their development. (P1) *Common European Framework Reference (CEFR)

Assessment
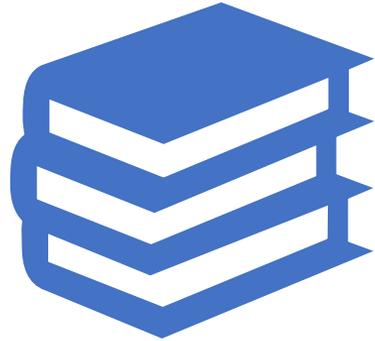
Learning task 1: Literature Research & Vision Documentary

Learning task 2: Lesson Plan & Rationale

Activities

1 Introduction	2 Dutch Education & Language Aquisition -> Learning task 1	3 Roles of a teacher & Interculturalism ->Learning task 1
4 Teacher Toolkit ->Learning task 2	5 Constructive alignment & Rationale ->Learning task 2	6 Preparation Phase ->Learning task 2
7 Optional class ->Learning task 2	8 Preparation & Main Phase ->Learning task 2	9 Evaluation phase ->Learning task 2
10 Completion Phase	11 Mini-lessons	12 Finishing touches

2 Dutch Education & Language Aquisition

Preparation:

Read Information literacy for schools (SLO)

Lesson outcomes:

you are able to **use** digital tools responsibly and effectively as part of information literacy

Activities

1. **Research** and prepare a **one-minute pitch** about one of the language learning methodologies. Include **a list of sources** you used and why they are **reliable**.
2. **Present** your findings in **a digital tool** of your choice.
3. Information literacy is the ability to discover credible sources and critically evaluate information. An additional task of teachers is navigating all the forms of Information Literacy and helping your students do the same. Revisit Information literacy for schools (SLO). Do this **quiz** and **identify your level of information literacy** (strong vs weak points)

In Class:
Discuss **what** information literacy is exactly.
Discuss **how** important information literacy is in teaching.

In Groups:
Choose an AI platform (Sonic, ChatGPT etc)
Get your chosen AI **to write a summary** of the methodology you pitched in activity 3.
Compare the AI summary **with** the independent **sources** you used in activity 3.
Give a **critical evaluation** of the AI produced summary i.e is it complete? does is match the independent sources you found?

3 Roles of a Teacher & Interculturalism

Preparation:

Lesson outcomes:

you can **critically select** and **assess** reliability of digital sources

Activities

Communicative Language Teaching is proven to be the most effective method within modern foreign language teaching.

Individually:
•Read Brandl p7-22
•**Find reliable sources** on what Communicative Language Teaching entails and make notes on the most important principles.
•**Assess** the reliability of the sources, using this checklist.

In groups:
You have read about Communicative Language Teaching , taken notes and have assessed the reliability of the sources.

•Which sources did you find?
•Are they reliable? Why?
•Which information about Communicative Language Teaching from your research could you implement in your vision?

Assessment

- Learning task 1: Literature Research & Vision Documentary

A. Literature research as a basis for your vision:

1. **The Dutch Educational System:** General secondary Education & Vocational Education
   - A short overview of the general structure of the system including: VMBO BK, VMBO TL, HAVO, VWO, MBO
   - Target group characteristics / Educational needs per level
   - Required teacher skills needed to teach particular Target groups per level
2. **The Roles of a Teacher:**
   - How do you relate to each role?
   - What would this mean in your actual teaching?
3. **Interculturalism:**
   - Why do you think interculturalism is important?
   - How would you use this in your teaching?
4. **CLT:**
   - Name 3 aspects of **Communicative Language Teaching** (CLT) you think are most important.
   - How would you implement these in your teaching?

B. Documentary: Based on your findings from the research above you will now create a documentary

8 Preparation & Main Phase

Preparation:

Read about the SAMR model on this website / select a tool per level, use this site to help you...

Lesson outcomes:

you can **analyse** and **assess** the effectiveness of digital tools using SAMR

you can **select** appropriate digital tools for the lesson design

you can **implement** authentic input and phased activities with scaffolding **and use of digital tools**

Activities

Revisit your reading on **SAMR** and look at the infographic on the right.

- In groups, discuss your reasons for selecting tools for each level of **SAMR**.
- Go to the Class lesson plan in MURAL and based on the SAMR model, discuss where in the lesson plan so far you could effectively implement a digital tool?
- Which level is it and what is the added value of this tool?
- Your teacher will add your findings to the MURAL.

9 Evaluation Phase

Preparation:

Lesson outcomes:

•you can **measure** the effectiveness of learning activities in relation to the **lesson outcomes.**

•you can **select** and **assess** an effectiveness **digital tool** to evaluation the lesson outcomes.

Activities

Lesson plan implementation

In Groups:
Look at the examples of how to possibly evaluate your lesson outcomes in this document.

Now, think of an **effective method to evaluate** the lesson outcomes in your lesson plan.
Use a digital tool in your evaluation phase.
Revisit question 10 in the **rationale about digital tools** and update it.
Answer question 9 about constructive alignment.

# Assessment

- Learning task 2: Lesson plan & Rationale

PART 2: Lesson plan & Rationale (feedback 2: B4 – subject teacher):

- First download Lesson Plan: Part 2 which contains the **complete lesson plan** and all questions of the **Rationale**.
- Add the information from **Lesson Plan Part 1** into **Part 2** before you start (the *Main Conversational activity outline* **box** will be left out of the Lesson Plan here)
- Include all lesson materials, answer keys and PowerPoint.

Also, these **theories/items** should be taken into account when designing the lesson:

- Communicative Language Teaching (CLT)
- Authentic/relatable input
- Input hypothesis
- Scaffolding (supporting materials)
- Constructive alignment
- Information literacy & SAMR model
- Peer feedback

Answer remaining questions 6-11 in the **rationale** (After the lesson materials) + APA referencing, max. 1000 words (for questions 1-11 - excluding citations)
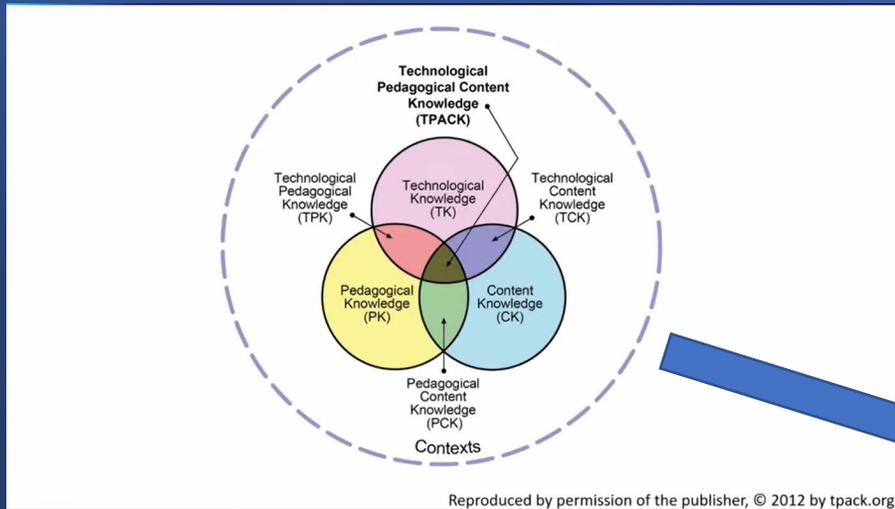
Source: Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review, 57*(1), 1-22.

**TPK** understanding **how** to use your digital tools as a **vehicle** to the **learning outcomes**
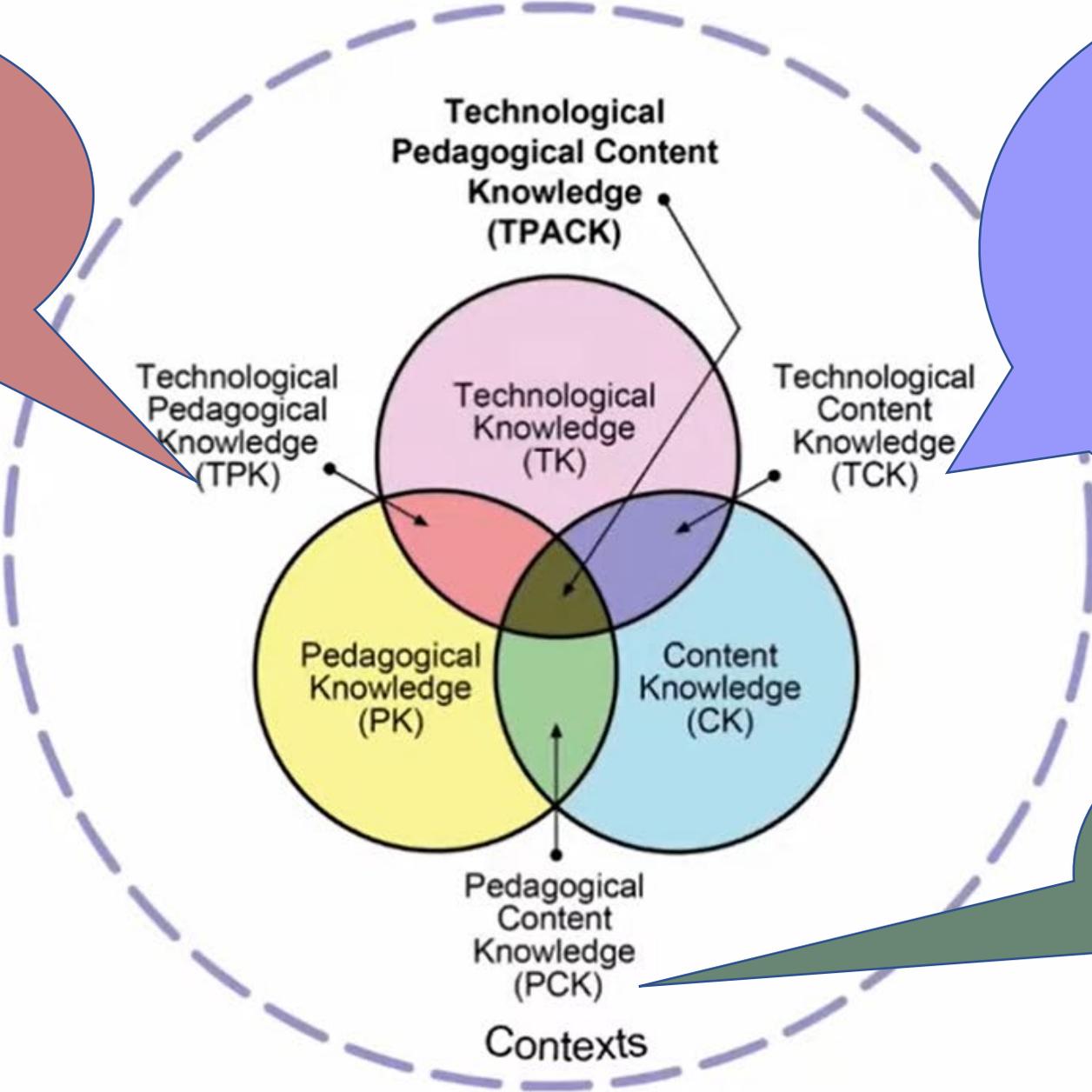
TCK knowing **how** the digital tools available to you, how can they **enhance** or **transform the content**, how it's **delivered** to students, and how your students can **interact** with it

PCK understanding the best practices for **teaching specific content** to your specific students.

Technological Pedagogical Content Knowledge (TPACK)

Technological Pedagogical Knowledge (TPK)

Technological Knowledge (TK)

Technological Content Knowledge (TCK)

Pedagogical Knowledge (PK)

Content Knowledge (CK)

Pedagogical Content Knowledge (PCK)

Contexts

Harris, Judi & Koehler, Matthew & Mishra, Punya. (2009). What Is Technological Pedagogical Content Knowledge?. Contemporary Issues in Technology and Teacher Education. 9.

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What next?

Using digi-sources to integrate them in our content design and teaching

https://digital-competence.eu/

(also in Dutch)

Using digi-sources to integrate them in our content design and teaching

https://educators-go-digital.jrc.ec.europa.eu/

(also in Dutch)

Thank you!