D-PAIDEIA

Digital Education

Curriculum for the Pedagogical Digital Competencies

Co-funded by the European Union

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1. Background of the project

1.1 General project information

The Erasmus+ “Pedagogical Digital Competences as a key element for the digital transformation” project (D-Paideia) is funded by Erasmus+ GA101087643. The D-Paideia project is based on challenges that have been identified during the pandemic experience that occurred in 2020. Before the pandemic, DigCompEdu was considered one of the most comprehensive frameworks for teachers’ digital competence in education. However, the COVID-19 pandemic highlighted the limitations of the framework, particularly the absence of descriptors that address the social and emotional challenges of digital teaching and learning that emerged during lockdowns. As a result, there is a need to update DigCompEdu to ensure that it adequately covers this aspect and to train teachers for future challenges. This document aims to introduce a curriculum and training materials for the new competencies of the D-Paideia Pedagogical Digital Competencies Qualifications Framework.

1.2 A look back at the literature study

In the Professional Engagement dimension of educators, three additional elements have been integrated to enhance the comprehensiveness of their professional competences. These new elements include:

- Awareness of Institutional Policy (1.5): This element focuses on educators' understanding and awareness of their institution's policies, ensuring that they align their practices with institutional guidelines and standards.

- Attitude towards the Adoption of Digital Technologies (1.6): This element addresses educators' openness and attitude towards integrating digital technologies into their teaching practices, which is crucial for modern educational environments.

- Digital Work-Life Balance and Wellbeing (1.7): This element emphasizes the importance of maintaining a healthy balance between digital work and personal life, promoting overall wellbeing in an increasingly digital professional landscape.

A new area, Socio-emotional and Relational Skills (7), has been added to educators' pedagogical competences. This area includes three critical elements:

- Managing Educational Relationships with ICT (7.1): This element focuses on the ability to use information and communication technology (ICT) to manage and enhance educational relationships, fostering effective communication and collaboration.

- Diverse and Flexible Facilitation Strategies (7.2): This element highlights the need for educators to employ a variety of facilitation strategies that are adaptable and responsive to diverse learning needs and contexts.

- Digital Identity and Reputation Management (7.3): This element addresses the importance of managing one's digital identity and reputation, ensuring that educators present themselves professionally and responsibly in digital spaces.

In the Learners dimension, the category of Safety (6.4) has been introduced to replace the previous “Responsible Use” category. This change underscores the importance of ensuring learners' safety in digital environments, encompassing aspects such as data protection, privacy, and the responsible use of digital technologies.

In the modified model, the new elements are highlighted in yellow:

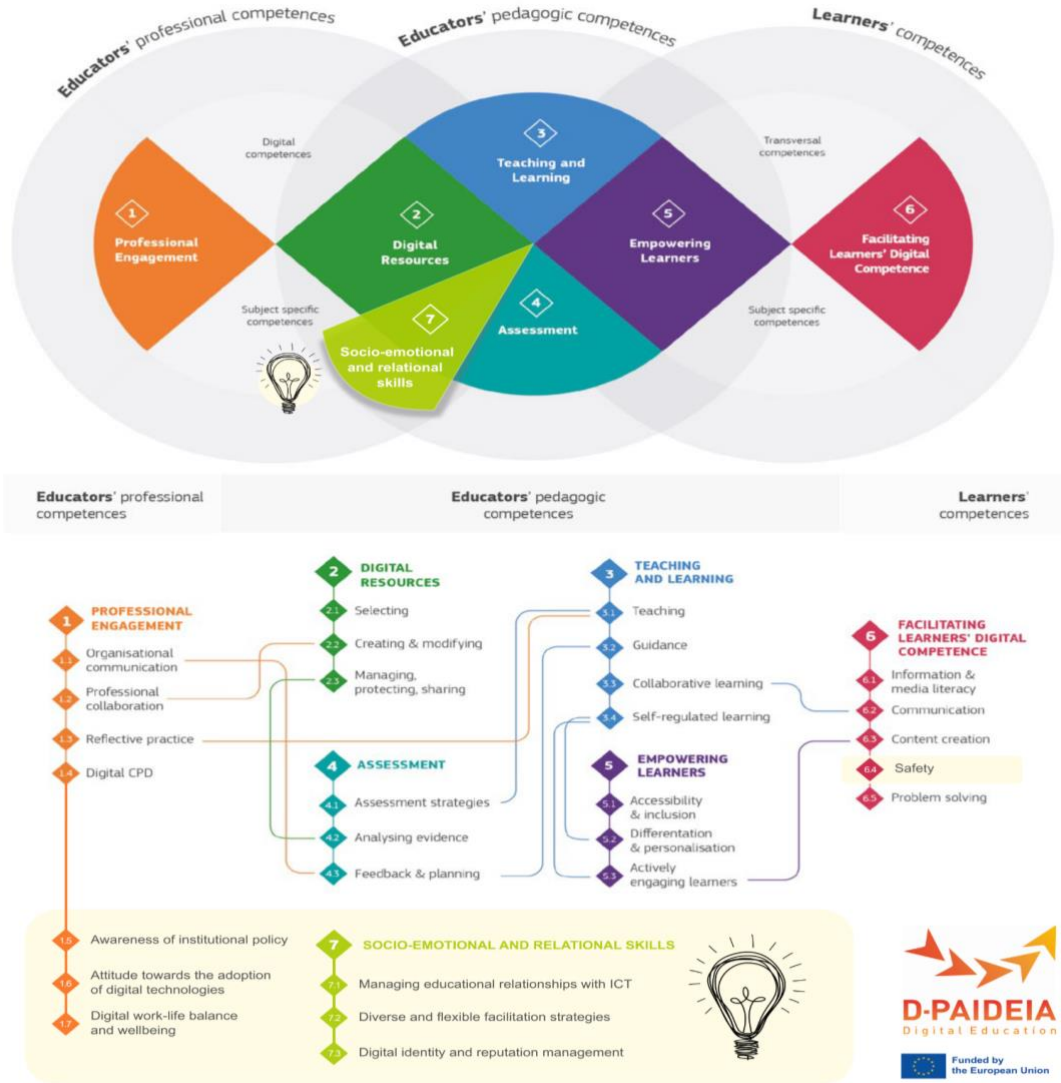

Figure 1. D-Paideia Pedagogical Digital Competencies Qualifications Framework.

2. The D-Paideia Curriculum

Module 1 - online 1.5. Awareness of institutional policy 1.7. Digital work-life balance and wellbeing	
Competence	LO
1.5. Awareness of institutional policy	To organise and manage the digital school environment and educational resources in a responsible and sustainable way, having the best interests of learners in mind. LO1.5.1. The teacher **organises and manages** the online learning environment and digital educational resources in a responsible and sustainable way.
	To be aware of the implications of national, European and international policies in relation to teaching with technology. LO1.5.2. The teacher is aware of the implications of policies on various levels (micro-meso-macro) in relation to teaching with technology in the classroom.
1.7. Digital work-life balance and wellbeing	To access and use digital resources consciously and responsibly without compromising the mental and physical health or safety. LO 1.7.1. The teacher can **access** and use digital resources **consciously and responsibly**. LO 1.7.2. The teacher can **access and use** digital resources without compromising their safety and **mental and physical health**.
	To promote a sustainable approach to the management of working with digital technologies to ensure an appropriate balance between personal and job life.

	LO 1.7.3. The teacher can promote a **sustainable approach** to the management of working with digital technologies. LO 1.7.4. The teacher can ensure an appropriate **work-life balance in the online world.**
Module 2 - online 1.6. Attitude towards the adoption of digital technologies 6.4. Safety (formerly "responsible use")	
Competence	LO
1.6. Attitude towards the adoption of digital technologies	To be open to exploring, adopting and experimenting with digital technologies. LO1.6.1. The teacher is open to **explore** new digital technologies. LO1.6.2. The teacher is open to **experiment** with new digital technologies. LO1.6.3. The teacher is ready to **adopt and implement** new digital technologies.
	To critically evaluate currently used digital practices and make informed decisions about their educational benefits and constraints. LO1.6.4. The teacher **critically evaluates** their own digital practices. LO1.6.5. The teacher makes informed decisions about the **educational benefits** of their own digital practices. LO1.6.6. The teacher makes informed decisions about the **constraints** of their own digital practices.

6.4. Safety (formerly "responsible use")	To take advantage of the new opportunities that digital environments offer for personal well-being and safety. LO6.4.1. The teacher supports students to be **aware of the new opportunities** that digital environments offer for personal well-being and safety. LO6.4.2. The teacher supports students to **take advantage** of the new opportunities that digital environments offer for personal well-being and safety. LO6.4.3. The teacher supports students to **address the problems** that digital environments pose to personal well-being and safety.
Module 3 – blended 7.1. Managing educational relationships with ICT	
Competence	LO
7.1. Managing educational relationships with ICT	To interact either online or in hybrid mode effectively and respectfully with colleagues, students and families. LO7.1.1. The teacher can interact within **online and hybrid environments** effectively and respectfully with colleagues, students, and others connected to the students outside of the student-teacher relationship.
	To manage the relational dynamics of the classroom through the use of ICT, especially for SEND students and those with low socio-economic backgrounds. LO7.1.2. The teacher can manage the **relational dynamics** of the classroom through the use of ICT LO7.1.3. The teacher can differentiate their approach to relational dynamics regarding students with specialised needs (eg. SEND students, low SES background) in the classroom through the use of ICT.

Module 4 – blended 7.2. Diverse and flexible facilitation strategies	
Competence	LO
7.2. Diverse and flexible facilitation strategies	To value and accommodate relational dynamics of socio-relational effect of ICT to each teaching modality, including face-to-face, hybrid, blended and fully online environments. LO7.2.1. The teacher can value and accommodate the changes affected by the presence of ICT in **F2F, hybrid/blended, and fully online** classrooms.
	To consider the peculiarities of computer-mediated communication and adapt the communication style to the students' educational and relational needs for promoting their positive attitudes towards the learning experience. LO7.2.2. The teacher **is aware** of the strengths and limits of computer-mediated communication. LO7.2.3. The teacher **adapts the communication style** to the students' educational and relational **needs** LO7.2.4. The teacher **adapts the communication style** for promoting the **positive attitudes** from students towards the learning experience.
Module 5 – blended 7.3. Digital identity and reputation management	
Competence	LO
7.3. Digital identity and reputation management	To distinguish and manage the consequences of digital identity in terms of social interactions and educational relationships. LO7.3.1.The teacher is **aware of the consequences** of digital identity in terms of social interactions and educational relationships. LO7.3.2.The teacher can **anticipate** the possible consequences of digital identity in terms of social interactions and educational relationships.

	LO7.3.3. The teacher can **manage** the consequences of digital identity in terms of social interactions and educational relationships.
	To participate in virtual educational environments and curate their own digital reputation through providing and sharing professional and educational resources. LO7.3.4. The teacher **participates** in virtual educational environments. LO7.3.5. The teacher **curates** their own professional digital reputation through providing and sharing professional and educational resources.

2.2 Developed learning activities

In the pursuit of enriching the educational experience, each partner was entrusted with the task of crafting a tailored learning activity for every specified learning objective. The overarching aim was to cultivate a diverse array of activities characterized by their inherent quality and efficacy.

Following the initial development phase, all conceived activities underwent a meticulous process of review and refinement by the collective expertise of the partnering entities. This collaborative effort ensured that each activity was finely tuned to meet the requisite standards and objectives outlined within the curriculum.

Activities were thoughtfully categorized based on their modality, delineating between synchronous and asynchronous formats, and were further stratified according to the proficiency level of the educator: beginner, intermediate, or expert. This stratification served to provide educators with activities that were commensurate with their respective skill levels, fostering a sense of progression and accessibility within the learning framework.

Moreover, each activity was meticulously structured to furnish facilitators with comprehensive guidance, encompassing essential elements such as the total duration of the activity, detailed step-by-step procedures with corresponding time allocations, requisite materials, and pertinent background information. This holistic approach aimed to equip facilitators with the necessary tools and insights to effectively implement and navigate the learning activities within their educational contexts.

To ensure consistency and coherence across all activities, a standardized template was employed in the construction of facilitator guides. This uniform framework facilitated ease of comprehension and utilization, streamlining the dissemination of information and promoting cohesion within the educational ecosystem.

2.3 Professionalization model for each module

In the upcoming phase of the project, a comprehensive professional development trajectory tailored to the needs of each school will be implemented. The ability to differentiate based on the requirements of the teaching team is paramount in this endeavor. To achieve this goal, a model trajectory for professional development was established for each module, accompanied by alternative activities for each learning objective. This approach allows for flexibility during the professional development process, empowering facilitators to deviate from the model trajectory, if necessary, while still achieving the same overarching objectives.

Attachments

Appendix 1: Model trajectory for professionalization

Example:
M1A1: Module 1, model trajectory activity 1
M1B1: Module 1, alternative activity for model trajectory activity 1

Module 1

		Model trajectory			Alternative activity		
Competences	Learing objectives	Activity name	Type (S/A)	Levels (B/I/E)	Activity name	Type (S/A)	Levels (B/I/E)
1.5. Awareness of institutional policy	LO 1.5.1	M1A1_Responsible learning environment use	S, A	B, I, E	M1B1_Organising the looks and contents of the digital learning environment	S	I,E
	LO 1.5.2	M1A2_Overview and comparison of policies	S, A	B, I	M1B2_Analysis of Digital Educational Policies at Different Scales	A	I
1.7. Digital work-life balance and wellbeing	LO 1.7.1	M1A3_Using, remixing, sharing, crediting, and licensing	S, A	B, I, E	M1B3_Consciously and responsibly use technologies	A	I,E
	LO 1.7.2	M1A4_Technology Integration Journey - a Reflective Simulation.	S	B, I, E	M1B4_Let's make a Personal Digital Wellbeing Plan!	S,A	B,I,E
	LO 1.7.3	M1A5_Empowering Eco-Conscious Educators	S	B, I, E	/		

	LO 1.7.4	M1A6_Digital Diary	S, A	B, I, E	M1B6_Resources for work-life balance in the online world	A	B

Module 2

		Model trajectory			Alternative activity		
Competences	Learing objectives	Activity name	Type (S/A)	Levels (B/I/E)	Activity name	Type (S/A)	Levels (B/I/E)
1.6. Attitude towards the adoption of digital technologies	LO 1.6.1	M2A1_ How do I use digital technologies in my classroom?	S, A	B	M2B1_ Scenario for attitude to explore and experiment with new technologies	A	I,E
	LO 1.6.2	M2A2_Try something new	S, A	I	/		
	LO 1.6.3	M2A3_ Adopting and implementing digital technologies following the TPACK model	S, A	B, I, E	M2B2_Mentoring in the use of digital technologies	A	I, E
	LO 1.6.4	M2A4_Article on the critical evaluation of digital practices	A	B, I	M2B3_Reflective digital audit	S, A	B
	LO 1.6.5	/	A	B, I	M2B4_Goals, action, reflect	S, A	I
	LO 1.6.6	/	A	B, I	M2B5_Navigating digital constraints	S, A	E
6.4. Safety (formerly “responsible use”)	LO 6.4.1	M2A5_exploring the safety dimension in DigComp 2.2	A	B, I,	M2B6_Digital well-being and safety workshop	S	B,I,E
	LO 6.4.2	M2A6_discovering new opportunities in digital environments	A	B, I,	/	S	B,I,E

	LO 6.4.3	M2A7_Digital addictions synchronous/asynchronous	S, A	B, I, E	/	S	B,I,E

Module 3

		Model trajectory			Alternative activity		
Competences	Learing objectives	Activity name	Type (S/A)	Levels (B/I/E)	Activity name	Type (S/A)	Levels (B/I/E)
7.1. Managing educational relationships with ICT	LO 7.1.1	M3A1_Interaction within online and hybrid environments	A/S	B,I, E	M3B1_Online Communication and Collaboration Skills Workshop	S	B,I, E
	LO 7.1.2	M3A2_Relational dynamics and group climate	A	B,I, E	M3B2_Digital Classroom Management Simulation	S	B,I, E
	LO 7.1.3	M3A3_Scenario for relational dynamics and inclusion	A	I	M3B3_Inclusive Digital Learning Environment a Workshop Through the UDL Prism	S	B,I, E
		M3A4_Relational dynamics and inclusion	A	B,I, E			

Module 4

		Model trajectory			Alternative activity		
Competences	Learing objectives	Activity name	Type (S/A)	Levels (B/I/E)	Activity name	Type (S/A)	Levels (B/I/E)
7.2. Diverse and flexible facilitation strategies	LO 7.2.1	M4A1_ICT and Socio-relational dynamics	A/S	B,I, E	M4B1_Adapting to the Digital Classroom	S	B, I

	LO 7.2.2	M4A2_Computer-mediated communication and implications for design	A	B,I	M4B2_Exploring Computer-Mediated Communication	S/A	B,I,E
	LO 7.2.3	M4A3_Online communication strategies	A	I,E	M4B3_Adapting Communication Styles	S, A	B,I,E
	LO 7.2.4	M4A4_Promoting Positive Attitudes Through Communication	S,A	B,I,E	M4B4_Promoting positive attitudes	A	I

Module 5

		Model trajectory			Alternative activity		
Competences	Learing objectives	Activity name	Type (S/A)	Levels (B/I/E)	Activity name	Type (S/A)	Levels (B/I/E)
7.3. Digital identity and reputation management	LO 7.3.1	M5A1_Oversharing and digital footprint	B	S, A	M5B1_Autobiography of a teacher's digital idenity	A	I
	LO 7.3.2	M5A2_Digital Identity Risk Assessment	B, I, E	S	/	/	/
	LO 7.3.3	M5A3_TPD and communities	B, E	S, A	M5B2_Digital identity management workshop	S	B, I, E
	LO 7.3.4	/	/	/	M5B3_Exploring and curating digital identities	S	B, I, E
	LO 7.3.5	M5A4_Preparing a professional blog	B, I, E	A	/	/	/

Appendix 2: Learning activities module 1

M1A1_Responsible learning environment use

	Description
Activity title	Responsible learning environment use
Related learning objective	1.5.1. The teacher organises and manages the online learning environment and digital educational resources in a responsible and sustainable way.
Responsible person(s)	UCLL
Level If there is more than one level: Indicate which steps correspond to each level	[X] Beginner (Step 1 to 2) [X] Intermediate (Step 3) [X] Expert (Step 4 to 5)
Type	[X] Synchronous [X] Asynchronous [ ]
Duration	70 minutes
Purpose of the activity (short)	Inspire teachers and make them aware to organize and manage the online learning environment and educational resources in a responsible and sustainable way
Description of the activity Include 2 sets of instructions in case of both synchronous and asynchronous activity.	Step 1: Brainstorm (10 minutes) Start with a quick brainstorm (Padlet) about what it means to be responsible and sustainable in an online learning environment. Write down the most important points. Discuss topics such as **digital footprint**, energy consumption of digital devices, and the importance of reusing and recycling digital assets. This may include **monitoring the amount of storage space in use**, the number of unused or outdated files, and the energy consumption of their **digital devices**. It involves selecting the right tools and resources, setting up the online space (such as setting up modules in

	a Learning Management System), and ensuring accessibility and ease of use. It can also involve adapting the environment based on feedback or changing needs, resolving technical issues, and ensuring a safe and respectful online environment. Step 2: Examples (10 minutes) ● Digital footprint https://www.youtube.com/watch?v=dmQGq_FNBpE ● Cloud storage space https://www.youtube.com/watch?v=_a6us8kaq0g ● Energy consumption of digital devices ● https://www.mantralabsglobal.com/blog/digital-media-consumption/ ● … Step 3: Calculations (10 minutes) ● Calculation the digital footprint https://www.digitalcarbonfootprint.eu/ Step 4: Teacher's self-evaluation (20 minutes) Have teachers quickly evaluate their current online learning environment based on the points noted in Step 1/2. This can include checking the amount of storage space in use, the number of unused or outdated files, and so on. Step 5: Action points to address (20 minutes) Based on the evaluation, let the teachers choose action points they want to address to organize their online learning environment in a more responsible and sustainable way.
Materials needed	● /

Important comments	• /

M1A2_Overview and comparison of policies

	Description
Activity title	Overview and comparison of policies
Related learning objective	LO 1.5.2. The teacher is aware of the implications of policies on various levels (micro-meso-macro) in relation to teaching with technology in the classroom.
Responsible person(s)	UdG
Level If there is more than one level: Indicate which steps correspond to each level	[X] Beginner (Step 1 to 3) [X] Intermediate (Step 4) [X] Expert (Step 5)
Type	[X] Synchronous [X] Asynchronous
Duration	110 minutes
Purpose of the activity	To have an overview of the digital education policies at the different levels (European, National and local) in the context of each trained teacher and to elaborate a critical comparison between them and among the different countries.

Description of the activity	**Step 1: Explore digital ed. policies at European Level (20 minutes)** Step 2: Explore digital ed. policies at National Level (20 minutes) The trainers of each country must provide link or documentation for their regions. Example: Digital Education plan of Catalonia. Step 3: Review the digital ed. strategies at their school. (20 minutes) Step 4: Conceptual map (30 minutes) Elaborate a conceptual map including the main elements of 1, 2 and 3, their coincidences and their disagreements. Step 5: Points for improvement (20 minutes) Formulate an action plan with points for improvement and adjustments
Materials needed	• Links to European, National and local documents about their digital education Policies (better if they are summaries or infographics) • Tool to elaborate a digital conceptual map: https://www.canva.com/
Important comments	/

M1A3_Using, remixing, sharing, crediting, and licensing

	Description
Activity title	Using, remixing, sharing, crediting, and licensing
Related learning objective	LO 1.7.1. The teacher can access and use digital resources consciously and responsibly.
Responsible person(s)	UdG
Level If there is more than one level: Indicate which steps correspond to each level	[X] Beginner (Step 1) [X] Intermediate (Step 2 to 4) [X] Expert (Step 5)
Type	[X] Synchronous [X] Asynchronous [ ]
Duration	80 minutes
Purpose of the activity	After previous activities where teachers are trained on the navigation and access to accurate and appropriate digital resources for their teaching, this activity focuses on the ethical use of these resources, respecting author's work and licenses. It also addresses the correct use of credits and licensing of the own work.
Description of the activity	Step 1: General information (20 minutes) General information regarding digital guidelines - What are you allowed to post? - How may you use digital sources/images? - ... Step 2: (10 minutes) The trained teachers, individually or in groups, have to look for an educational digital resource that they have been using in their practice.

	Step 3: (10 minutes) They have to analyze the original sources used by the resource they have chosen and how these are referenced. Step 4: (20 minutes) Group discussion of point 2 and exploration of guidelines to use and credit others works without breaking licenses. → Padlet Step 5: (20 minutes) Creation of a small product with correct crediting to be shared with an own license.
Materials needed	https://edu.gcfglobal.org/en/useinformationcorrectly/copyright-and-fair-use/1/ https://creativecommons.org/ https://search.creativecommons.org/
Important comments	/

M1A4_Technology Integration Journey - a Reflective Simulation.

	Description
Activity title	Technology Integration Journey - a Reflective Simulation
Related learning objective	Competence 1.5 & Competence 1.6 & Competence 1.7 LO 1.5.1, LO1.5.2, LO1.6.1, LO1.6.2, LO1.6.3, LO 1.7.1, LO 1.7.2
Responsible person(s)	CCTA, Alexander Angelov, Reni Dimova
Level If there is more than one level: Indicate which steps correspond to each level	[x] Beginner (Step …) [x] Intermediate (Step …) [x] Expert (Step …)
Type	[x] Synchronous [ ] Asynchronous
Duration	60-90 minutes Duration might vary depending on the number of participants; for step 3, at least 5 minutes per small group should be ensured for sharing reflections, predictions and conclusions. If time allows, the activity might finish with general discussion, facilitated by the trainer.
Purpose of the activity	To raise awareness among **headmasters, ICT head-teachers and school management staff** about the critical need for a comprehensive **institutional policy** for adoption and integration of digital technologies and of systematic school Pedagogical Digital Strategy by simulating the consequences of both planned and unplanned technology integration.
Description of the activity	**Step 1** (20 min): Participants work in small groups. Each group receives a **scenario** which depicts a school at a certain stage of technology integration, ranging from “no ed-tech institutional policy at all” to a “fully integrated” ed-tech institutional policy. The groups read their scenario and **reflect** on: - The school's approach to technology adoption and integration (or its lack); - The challenges and successes experienced by the school;

	- The impact on students, teachers, and the broader school community. **Step 2** (10 min): The groups are then asked to predict the future of their school, based on the current trajectory of technology integration depicted in their scenario. During the next stage the groups **present their scenarios, reflections** and predictions. **Step 3** (20-30 min, might vary depending of the number of participants): During a final **discussion** the trainer facilitates reflection on the differences between schools depicted in the scenarios. He/she emphasizes the long-term benefits of strategic planning, such as enhanced student learning, equitable access to technology, efficient resource allocation, CPD of the staff & mastering Pedagogical Digital Competences, etc. Participants are encouraged to share their thoughts on how a well-structured strategy could address the challenges of adoption and integration of digital technologies in the educational organization incl. (but not limited to) the: management of the school **digital environment** and educational resources (LO1.5.1, LO1.5.2); adopting and experimenting with digital technologies (LO1.6.1, LO1.6.2, LO1.6.3), conscious and responsible use of technologies (LO 1.7.1, LO 1.7.2), etc. Note: Although predominantly addressed to the school decision-makers, this activity can be implemented also with teachers at *beginner* and *intermediate* level for raising awareness among the school staff about the benefits of the availability of comprehensive **institutional policy** for adoption and integration of digital technologies. This activity might facilitate the adoption of a school EdTech strategy / action plan by the school staff.
Materials needed	- Scenario descriptions; - Reflection and discussion guidelines; - (optional) Presentation equipment; - if implemented online, then an application for online video communication will be needed (Zoom / Google Meet / Teams)

	Guides to provisional scenarios: **Scenario 1: The "no-screen" institutional policy:** *Description:* This is an elementary school (pupils 7-10 years old). The school has minimal technology use, primarily relying on traditional teaching methods. The administration believes that technology distracts from learning rather than enhances it and that given the age of the pupils, this is a prudent approach which safeguards their well-being. Consequently, there is resistance to integrating educational technologies, leading to a limited access to computers, lack of digital resources and no online learning platforms. Scenario 2: The least resistance *Description:* This school has an Ed-tech strategy, developed five years ago because it was required. However, the strategy hasn't been updated to reflect new technological advancements or the changing needs of students and teachers. While the school has smartboards and laptops, their use is sporadic and not aligned with current educational best practices. Scenario 3: The fragmented enthusiast *Description:* This school enthusiastically adopts new technologies and has Ed-tech strategy, but it lacks coherence and regular application. The strategy is implemented inconsistently across different departments. Some teachers are highly innovative, using apps and online resources effectively, while others struggle with basic digital tools. The absence of a unified approach leads to uneven student experiences and missed opportunities for collaborative learning. Scenario 4: The well-intentioned planner *Description:* The school has a comprehensive Ed-tech strategy that covers infrastructure, hardware and software needs. However, it overlooks the critical area of continuous professional development for teachers in *pedagogical digital competences*. As a result, even though the school is well-equipped technologically, many teachers are not confident or skilled in integrating these tools into their pedagogy, leading to underutilization. Scenario 5: The integrated model *Description:* This school serves as a model of effective technology integration. It has a dynamic Ed-tech strategy that is regularly reviewed and updated. The plan includes a strong emphasis on continuous

	professional development, ensuring that all staff are proficient in using digital tools to enhance pedagogy. Technology is seamlessly integrated into the curriculum, with students benefiting from personalized learning experiences and access to a wide range of digital resources.
Important comments	This activity is primarily **addressed at headmasters and school management staff** and other decision-makers who influence school policies. However, it is suitable for teachers too. It can be implemented face-to-face or in an online environment as a **synchronous** activity (in breakout rooms for the group work and with a online plenary session for the discussions).

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M1A5_Empowering Eco-Conscious Educators

	Description
Activity title	Empowering Eco-Conscious Educators
Related learning objective	LO 1.7.3: The teacher can promote a sustainable approach to the management of working with digital technologies.
Responsible person(s)	UCLL / UdG
Level If there is more than one level: Indicate which steps correspond to each level	[X] Beginner (Step 1) [X] Intermediate (Step 2) [X] Expert
Type	[X] Synchronous [X] Asynchronous
Duration	65 minutes
Purpose of the activity	The purpose of this activity is to empower teachers to adopt sustainable approaches in their use of digital technologies, considering environmental, economic, and social factors.
Description of the activity	Step 1 (15 minutes). Synchronous: Participants will engage in an interactive workshop focusing on what sustainable digital practices are, covering aspects such as energy consumption, electronic waste, and digital equity. The workshop will emphasize the importance of adopting eco-friendly practices in educational settings when managing digital technologies. Asynchronous: The partners will receive information about environmental, economic and social factors that influence a sustainable approach.

	Step 2 (15 minutes) Next, participants will explore strategies for prolonging the lifespan of digital devices, such as proper maintenance and repair techniques. They will also learn about energy-efficient settings and power-saving features available on various devices. The participants perform the actions on their devices. Step 3 (15 minutes) Finally, there will be a brainstorm to generate ideas for integrating sustainability principles into digital technology usage. Participants will collaborate to develop action plans tailored to their specific teaching contexts, incorporating eco-conscious practices into their digital workflows → padlet /miro Step 4 (20 minutes) The participants develop an action plan
Materials needed	- Board or slides to list sustainable digital practices - Examples of sustainable digital tools and technologies Link to the 17 UN sustainable growth goals The green digital campus.
Important comments	

M1A6_Digital Diary

	Description
Activity title	Digital Diary
Related learning objective	LO 1.7.4. The teacher can ensure an appropriate **work-life balance in the online world.**
Responsible person(s)	CCTA
Level If there is more than one level: Indicate which steps correspond to each level	[x] Beginner (Steps 1-4) [x] Intermediate (Steps 1-4) [x] Expert (Steps - all steps, incl. 5)
Type	[x] Synchronous [x] Asynchronous Step 2 is for asynchronous implementation as it requires self-monitoring and registration of personal behaviour over a certain period of time. Under particular circumstances, this part can be adapted for a synchronous implementation (see step 2 below). Step 3 is suitable for synchronous activity only; Steps 1 and 4 can be implemented in either format; Step 5 is for asynchronous implementation, preferably as a team-work.
Duration	The duration can't be specified. The filling out a digital diary will depend on the personal digital activity of each trainee. The recommended duration of the monitoring period is 10 or more hours, but the actual efforts in that period will require 2-5 minutes per digital interaction; The discussion (step 3) depends on the number of participants. Would be good to have about 5 minutes per person. The trainer can prepare several questions to support the discussion and the conclusions of the trainees.

	Description
Purpose of the activity (short)	To create self-awareness and mindful usage of technology by having **teachers** and **students** track and reflect on their digital habits. This activity can be assigned as a "homework" and outcomes can be discussed in a synchronous session online or face-to-face.
Description of the activity	Participants maintain a digital diary over a specified period to record their technology use and associated feelings, with the goal of identifying patterns and making informed adjustments. Steps: 1. The trainer explains the purpose of the digital diary and provides a template that includes time spent on various devices, activities conducted, and emotional state during these activities (5-10 minutes or through written instructions for the asynchronous implementation); 2. Participants fill out their digital diaries, taking notes about the specifics of their technology use and how they felt during and after digital interactions. The period can be set to 1 day or shorter (10-12 hours). Under certain circumstances, this part can be adapted - participants in a synchronous training can be invited to recall their digital behaviour in the past 24 hours or so and to make a list (10-15 minutes individual work). Such a variant bears risk of greater subjectivity. 3. In a synchronous event (online or face-to-face) participants review the diaries in a group session. Participants share insights and discuss feelings about their digital habits (at least 5 minutes per person; might be done in small groups). 4. Based on the diary entries, each participant sets personal goals to modify their digital habits, such as reducing unnecessary browsing, using technology more purposefully, or implementing more frequent breaks (40-60 minutes). 5. (for experts only) Expert teachers can be asked to draft an action plan on reducing the non-productive screen time of the students and colleagues, and to initiate discussion on that in the school with the aim of creating / updating an institutional policy document.
Materials needed	-
Important comments	-

This learning material is prepared in the frames of the project “Pedagogical Digital Competences as a key element for the digital transformation” (D-PAIDEIA), implemented with the financial support of the European Commission under Erasmus+ program (ref. No 101087643-ERASMUS-EDU-2022-PI-FORWARD). The European Commission's support does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Co-funded by the European Union

M1B1_Organising the looks and contents of the digital learning environment

	Description
Activity title	Organising the looks and contents of the digital learning environment
Related learning objective	1.5.1. The teacher organises and manages the online learning environment and digital educational resources in a responsible and sustainable way.
Responsible person(s)	UdG
Level If there is more than one level: Indicate which steps correspond to each level	[ ] Beginner [X] Intermediate (Step 1 to 3) [X] Expert (Step 4 to 5)
Type	[X] Synchronous [ ] Asynchronous
Duration	75 minutes
Purpose of the activity (short)	To emphasize the necessity of organising the contents and resources offered in the Digital Learning Environment Application in a friendly-user, visual and inclusive way.
Description of the activity Include 2 sets of instructions in case of both synchronous and asynchronous activity.	Step 1: Search for a virtual course (10 minutes) The trained teachers have to look for a course in a digital learning environment that they have used either as teachers or as students. Step 2: Analysis of the courses (15 minutes) They have to analyse the user-friendliness of the environment answering these questions: does the course organises de contents in a hierarchical order? Is it helpful? Are the different sections emphasized in a visual way? Is there a variety of resources? Does it have in account the principles of inclusion? Step 3: Discussion (15 minutes)

	Discussion about the findings between the whole group Step 4: Practical work organising a virtual course (20 minutes) The trained teachers are provided with an example-course (syllabus of contents and resources) and have to organize it in a platform of their choice (Moodle, classroom, Padlet, Notion…) Step 5: Discussion (15 minutes) Discussion about the activity in Step 4 and conclusions
Materials needed	The trainer has to provide the following material adapted to the teaching subject and education stage of the teachers participating in the course: ● Contents and resources of an imaginary/example course for the trained teachers to organize in a Digital Learning Environment. It must include: the syllabus of the course images, text documents (PDFs), infographics, videos, etc. ● Examples of well organised courses in digital learning environments that she/he has access to. ● Examples of not-so-well organised courses in digital learning environments that she/he has access to
Important comments	Support materials: https://www.youtube.com/watch?v=uZ4DvJFt1AU

2

M1B2_Analysis of Digital Educational Policies at Different Scales

	Description
Activity title	Analysis of Digital Educational Policies at Different Scales
Related learning objective	LO1.5.2. The teacher is aware of the implications of policies on various levels (micro-meso-macro) in relation to teaching with technology in the classroom.
Responsible person(s)	UNIFI
Level If there is more than one level: Indicate which steps correspond to each level	[x] Beginner (Step 1-2) [ ] Intermediate (Step …) [ ] Expert (Step …)
Type	[ ] Synchronous [x] Asynchronous
Duration	1 hour
Purpose of the activity (short)	This activity guides teachers to understand national and European policies that influence the use of technology in teaching and learning. The main goals are: to explore the practical implications of these policies for the design and implementation of digital pedagogical practices and to promote critical reflection and awareness of the challenges and opportunities associated with digital educational policies.
Description of the activity Include 2 sets of instructions in case of both synchronous and asynchronous activity.	Step 1: Individually study the proposed materials. Teachers are asked to read the document Digital Education Action Plan (2021-2027), a renewed European Union (EU) policy initiative that defines a common vision of high quality, inclusive and accessible digital education in Europe and aims to support the adaptation of Member States' education and training systems to the digital age. Step 2: Write a short reflection on the implications of these policies at the national level and share the analysis with colleagues.

Materials needed	• external links
Important comments	

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

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

Infographic:
https://education.ec.europa.eu/sites/default/files/document-library-docs/deap-factsheet-sept2020_en.pdf

M1B3_Consciously and responsibly use technologies

	Description
Activity title	Consciously and responsibly use technologies
Related learning objective	LO 1.7.1. The teacher can access and use digital resources consciously and responsibly.
Responsible person(s)	UNIFI
Level If there is more than one level: Indicate which steps correspond to each level	[ ] Beginner (Step …) [x] Intermediate (Step 1) [x] Expert (Step 2-3)
Type	[ ] Synchronous [x] Asynchronous
Duration	2 hours
Purpose of the activity (short)	Support teachers in understanding the importance of accessing and using digital resources consciously and responsibly in their own school context. Following the reflection, teachers will explore various methods of organising these digital technologies and resources within their specific school context, with the aim of effectively adapting them to different learning spaces (e.g. computer rooms, science labs, classrooms). To help teachers familiarize themselves with the digital resources available in their school and the general software used and to explore different ways of organizing digital technologies to adapt them to different learning spaces.
Description of the activity Include 2 sets of instructions in case of both synchronous and asynchronous activity.	Step 1: Teachers are asked to think about all the digital resources available in their physical school environment as well as the general software used in the school (1) (e.g. school websites, online learning platforms, school management software, etc.). Teachers are invited to reflect on their personal use of these resources and to what extent (2). Step 2:

	The teachers will be asked to develop guidelines or good practices for accessing and consciously using digital one of the resources within their school, intended for their colleagues. Step 3: The guidelines will be published on the platform and discussed with other training participants.
Materials needed	• interaction tool (a. g., Padlet)
Important comments	•

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

Instructions:

List the digital resources available in their physical school environment as well as the general software used in the school:

1. …

- I use this resource for the purpose of...
- How often do I use this resource?

0. …

- I use this resource for the purpose of...
- How often do I use this resource?

For guidelines, select one of the resources you have indicated with which you are familiar.
Then write guidelines on this resource you know, following four perspectives:
1. Knowledge and compliance to the norms of use of the resources, infrastructures and digital platforms
2. Knowledge and use of the general software applied in the school
3. Organisation of the digital technologies taking into account the different learning spaces
4. Involvement in school projects related to digital technologies

The categories for the development of the guidelines are taken from “TEACHERS' DIGITAL COMPETENCE IN CATALONIA” (p.18)
https://repositori.educacio.gencat.cat/bitstream/handle/20.500.12694/229/teachers_digital_competence_in_catalonia_2018.pdf?sequence=2&isAllowed=y

M1B4_Let's make a Personal Digital Wellbeing Plan!

	Description
Activity title	Let's make a Personal Digital Wellbeing Plan!
Related learning objective	**LO 1.7.2:** The teacher can access and use digital resources without compromising their safety and mental and physical health.
Responsible person(s)	UdG
Level If there is more than one level: Indicate which steps correspond to each level	[X] Beginner (Step 1 to 3) [X] Intermediate (Step 4 to 5) [X] Expert
Type	[X] Synchronous [X] Asynchronous
Duration	90 minutes
Purpose of the activity	The purpose of this activity is to reflect and learn about strategies to ensure one's own digital wellness by doing a self-assessment on the responsible use of digital resources and a personal digital wellness plan.
Description of the activity	Step 1: (15 minutes) The activity starts with a discussion on what digital wellbeing entails, including the potential risks and benefits of using digital resources. Provide examples of common digital wellbeing challenges faced by educators (see documentation suggested in the materials section)

	Step 2: (15 minutes) Participants complete a digital-wellbeing self-assessment questionnaire. Step 3: (15 minutes) It follows a group discussion about point 2. promoting reflection on their own digital wellness needs, scenarios, strategies and best practices for promoting digital wellbeing. Participants can relate to their digital diary (activity L.1.7.4) → Padlet Step 4: (20 minutes) The participants create a Personal Digital Wellbeing Plan from a template provided (see below) Step 5: (15 minutes) The participants share their ideas from point 4. Closing discussion. → Padlet Step 6: (10 minutes) The participants think about a way / action points to reduce the time and thus meet mental and spiritual health.

Materials needed	• Digital wellbeing self-assessment questionnaire: https://www.cfcs.org.uk/app/uploads/2024/01/CFCS_DigitalWellbeingSelfAssessment.pdf
	• Board or slides to write ideas and outline strategies for promoting digital wellness
	• Template for creating a personal digital wellness plan (included below)
	• Additional resources:
	  • Digital Wellbeing Educators – A compendium of best practices- Link to PDF
	  • https://wellbeing.google/
	  • Wellbeing in a digital world: link

Important comments	

Link with the LO1.7.4_CCTA_Digital diary

DIGITAL WELLBEING PLAN TEMPLATE

- My daily screen limit is going to be of minutes
- My strategies to minimize digital distractions during work hours will be:
- My strategies to minimize digital distractions during leisure hours will be:
- What will I do to have a healthy balance between online and offline activities:
- How will I stablish boundaries for responding to emails and messages outside of work hours.
- My schedule for regular breaks from digital devices during the workday is:

M1B6_Resources for work-life balance in the online world

	Description
Activity title	Resources for work-life balance in the online world
Related learning objective	LO 1.7.4. The teacher can ensure an appropriate work-life balance in the online world.
Responsible person(s)	UNIFI
Level If there is more than one level: Indicate which steps correspond to each level	[x] Beginner (Step 1) [ ] Intermediate (Step …) [ ] Expert (Step …)
Type	[ ] Synchronous [x] Asynchronous
Duration	30 minutes
Purpose of the activity (short)	The resources provided aim to develop an in-depth reflection on the topic of work-life balance in the online world, especially in the light of the ERT experience. Through the reading of an article, teachers are asked to reflect on tools and strategies to ensure a healthy work-life balance in the online context.
Description of the activity Include 2 sets of instructions in case of both synchronous and asynchronous activity.	Step 1: Individually study the proposed materials
Materials needed	• external links

Important comments	•

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

Articles:

"Teachers' Work-Life Balance in Emergency Remote Teaching During the COVID-19 Pandemic" (20 min)
https://files.eric.ed.gov/fulltext/EJ1373668.pdf

Teachers' acceptance and use of digital learning environments after hours: Implications for work-life balance and the role of integration preference (20 min)
https://www.sciencedirect.com/science/article/pii/S0747563220302314

Work Life Balance in Online Education: How to Rescue Your Weekends (2 min)
https://universityservices.wiley.com/online-education-work-life-balance/

Video:
Work-Life Balance in Blended and Online Teaching (4 min)
https://www.youtube.com/watch?v=FVjAIk2Vk4g

Appendix 3: Learning activities module 2

M2A1_ How do I use digital technologies in my classroom?

	Description
Activity title	How do I use digital technologies in my classroom?
Related learning objective	LO16.1. The teacher is open to **explore** new digital technologies
Responsible person(s)	UCLL
Level If there is more than one level: Indicate which steps correspond to each level	[x] Beginner (Step …) [ ] Intermediate (Step …) [ ] Expert (Step …)
Type	[x] Synchronous [x] Asynchronous
Duration	30 mins
Purpose of the activity (short)	The purpose of this activity is to awaken curiosity is teachers for exploring digital technologies and to make them reflect on how to make these technolgies relevant for their own teaching
Description of the activity Include 2 sets of instructions in case of both synchronous and asynchronous activity.	Step 1: Participants watch the embedded video from New EdTech Classroom on "How to use educational technology" (14 mins). While watching the video, participants note down which strategy they already use in their own practice. Step 2 (asynchronous): Participants will reflect on their own teaching practices, and note in list format ideas from each of the 14 strategies that they can adopt in their own teaching strategies. Step 2 (synchronous): Participants will reflect on their own teaching practices, and note in list format ideas from each of the 14 strategies that they can adopt in their own teaching strategies. They discuss and compare their ideas in 10-15 min group discussions with their peers.
Materials needed	This Youtube video can be embedded on the platform: https://www.youtube.com/watch?v=PN1StZzlmbU

	Description
Important comments	Asynchronous version: Create an assignment where participants upload the list their reflections on each of the 14 strategies. 300 words max.

M2A2_Try something new

	Description
Activity title	Try Something New
Related learning objective	LO1.6.2. The teacher is open to **experiment** with new digital technologies.
Responsible person(s)	UCLL
Level If there is more than one level: Indicate which steps correspond to each level	[ ] Beginner (Step …) [x] Intermediate (Step …) [ ] Expert (Step …)
Type	[x] Synchronous [x] Asynchronous [ ]
Duration	
Purpose of the activity (short)	The purpose of this activity is for participants to try a new technology for the first time and to reflect on the experience of "experimenting with something new"
Description of the activity Include 2 sets of instructions in case of both synchronous and asynchronous activity.	**Part 1 "get inspired":** the participant watches the Youtube video "Top tech tools for teachers in 2021" to get an idea of some of the tools. The participant should note down the tools that they are already familiar with, and those that are new to them. **Part 2 "planning":** The participant takes the list they made of tools they were already familiar with, and creates a table where in column 1 are the tools listed, column 2 a short description of how familiar (heard of tool, used the tool, etc) and column three a short description of whether they found the tool useful or not.

	Description
	In a second table the participant lists the tools they are unfamiliar with (column 1), and based on the description in the video they list in column 2 ideas where this tool might be useful in their current teaching practices. Synchronous: Participants discuss their lists in groups (10-15 mins) Asynchronous: Participants upload their tables as assignments to the platform or padlet and can comment on the choices of their peers. **Part 3 "Next steps":** The participant chooses one tool from the "unfamiliar list", and formulates part of a lesson plan involving the tool for one of their lessons. Synchronous: participants present their lesson plans in small groups to their peers and provide feedback. Asynchronous: participants upload their lesson plans on the platform or padlet, where they can view and comment on the work of their peers.
Materials needed	The Youtube video "Top tech tools for teachers in 2021" needs to be embedded in the section: https://www.youtube.com/watch?v=C7etwbRgqsg&list=PLw4T3j8n31cFtD3E8hYAWUUXc4ytblUtU
Important comments	For the platform: Create assignment where participants upload in one document the two tables, and lesson plan.

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

Part 1: Get Inspired

Instructions:

- Watch the YouTube video "Top tech tools for teachers in 2021".
- Note down the tools you are already familiar with and those that are new to you.

Notes:

- Familiar Tools:
  1. _____
  2. _____
  3. _____
- Unfamiliar Tools:
  1. _____
  2. _____
  3. _____

Part 2: Planning

Table 1: Familiar Tools

Tool Name	Level of Familiarity	Usefulness
Example Tool 1		
Example Tool 2		
Example Tool 3		

Table 2: Unfamiliar Tools

Tool Name	Potential Use in Teaching Practices
Example Tool 1	
Example Tool 2	
Example Tool 3	

Part 3: Next Steps

Instructions:

- Choose one tool from the “unfamiliar list”.
- Formulate part of a lesson plan involving the tool for one of your lessons.

Lesson Plan:

Lesson Title: _____

Grade Level/Subject: _____

Objective: What will the students learn?

Tool Chosen: _____

Description of the Lesson Plan:

1. **Introduction:** (Briefly describe how you will introduce the tool to your students)

2. **Activity:** (Detail the main activity using the tool)

3. **Assessment:** (How will you assess the students' learning?)

4. **Reflection:** (How do you plan to reflect on the effectiveness of the tool in this lesson?)

M2A3_Adopting and implementing digital technologies following the TPACK model

	Description
Activity title	Adopting and implementing digital technologies following the TPACK model
Related learning objective	**LO 1.6.3:** The teacher is ready to adopt and implement new digital technologies.
Responsible person(s)	UdG
Level	[x] Beginner (Step 1-2) [x] Intermediate (Step 3) [x] Expert (Step 4-5)
Type	[x] Synchronous [x] Asynchronous [ ]
Duration	95 minutes
Purpose of the activity (short)	To familiarize teachers with the TPACK (Technological Pedagogical Content Knowledge) framework and provide them with practical experience in applying it to the integration of new digital technologies into their teaching practice.
Description of the activity	Synchronous Step 1: Introduction to TPACK (10 minutes) • Start by introducing the TPACK framework, explaining its components: Technological Knowledge (TK), Pedagogical Knowledge (PK), Content Knowledge (CK), and the intersections among them.

	• Provide examples of how TPACK can guide to the decision on which technologies adopt for effective teaching. Step 2: Exploring TPACK in Action (15 minutes) • Present a practical example where TPACK is applied to integrate a specific digital technology into a lesson. This could be a video demonstration, case study, or interactive presentation. • Discuss how the teacher in the example demonstrates Technological, Pedagogical, and Content Knowledge in their teaching with technology. Step 3: Discussion and analysis an example (20 minutes) Discussion and analysis in groups of the previous example through the lens of TPACK. Step 4: Integrate technologies, develop a lesson with TPACK (30 minutes) • Participants are provided with a scenario or case study where they need to integrate a new digital technology into a lesson plan. • Participants work individually or in pairs to develop a lesson plan that demonstrates the application of TPACK principles. Step 5: Participants present their lesson plans to the larger group. (20 minutes) Asynchronous Step 1: Introduction to TPACK (10 minutes) • Start by introducing the TPACK framework, explaining its components: Technological Knowledge (TK), Pedagogical Knowledge (PK), Content Knowledge (CK), and the intersections among them. • Provide examples of how TPACK can guide to the decision on which technologies adopt for effective teaching.

	Step 2: Exploring TPACK in Action (15 minutes) ● Present a practical example where TPACK is applied to integrate a specific digital technology into a lesson. This could be a video demonstration, case study, or interactive presentation. ● Discuss how the teacher in the example demonstrates Technological, Pedagogical, and Content Knowledge in their teaching with technology. Step 3: Discussion and analysis an example (20 minutes) Discussion and analysis of the previous example through the lens of TPACK. Step 4: Integrate technologies, develop a lesson with TPACK (30 minutes) ● Participants are provided with a scenario or case study where they need to integrate a new digital technology into a lesson plan. ● Participants work individually to develop a lesson plan that demonstrates the application of TPACK principles. Step 5: Participants present their lesson plans to the larger group. (20 minutes) ● Participants are asked to share their lesson plan through a forum, and to give feedback to two other peers regarding their lesson plan and their integration of new digital technology.
Materials needed	● Presentation slides or handouts on the TPACK framework ● Example scenario or case study for the hands-on activity ● http://tpack.org/

Important comments	• Ensure that the example presented, and the scenario provided for the hands-on activity are inclusive and relevant to teachers from diverse subject areas, grade levels, and cultural backgrounds.

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

Introduction to T-PACK

In English – What is the TPACK Model?
https://www.youtube.com/watch?v=yMQiHJsePOM
In Spanish – TPACK Tecnological Pedagogical Content Knowledge by Linda Castañeda
https://www.youtube.com/watch?v=qVT0pB_f2Zk&t=219s

Also, an introduction to T-PACK as written text if someone requires a paper rather than a video:

Chai, C. S., Koh, J. H. L., & Tsai, C. C. (2013). A review of technological pedagogical content knowledge. *Journal of Educational Technology & Society*, *16*(2), 31-51.
Document can be found available online:
https://www.researchgate.net/publication/290044779_A_Review_of_Technological_Pedagogical_Content_Knowledge

Examples on how can be found on table 1 of latter document of Chai et al. (2013, p. 33)

TPACK Constructs	Definition	Example
TK	Knowledge about how to use ICT hardware and software and associated peripherals	Knowledge about how to use Web 2.0 tools (e.g., Wiki, Blogs, Facebook)
PK	Knowledge about the students' learning, instructional methods, different educational theories, and learning assessment to teach a subject matter without references towards content	Knowledge about how to use problem-based learning (PBL) in teaching
CK	Knowledge of the subject matter without consideration about teaching the subject matter	Knowledge about Science or Mathematics subjects
PCK	Knowledge of representing content knowledge and adopting pedagogical strategies to make the specific content/topic more understandable for the learners	Knowledge of using analogies to teach electricity (see Shulman, 1986)
TPK	Knowledge of the existence and specifications of various technologies to enable teaching approaches without reference towards subject matter	The notion of Webquest, KBC, using ICT as cognitive tools, computer-supported collaborative learning
TCK	Knowledge about how to use technology to represent/research and create the content in different ways without consideration about teaching	Knowledge about online dictionary, SPSS, subject specific ICT tools e.g. Geometer's Sketchpad, topic specific simulation
TPACK	Knowledge of using various technologies to teach and/represent and/ facilitate knowledge creation of specific subject content	Knowledge about how to use Wiki as an communication tool to enhance collaborative learning in social science

Examples of case studies can be found collected by TPACK author's here:

Koehler, M. J., Mishra, P., & Zellner, A. L. (2015). Mind the Gap: Why TPACK Case Studies?. Practitioner's Guide to Technology, Pedagogy, and Content Knowledge (TPACK): Rich Media Cases of Teacher Knowledge.

https://www.researchgate.net/profile/Judith-Harris-4/publication/305966802_Practitioner%27s_Guide_to_Technology_Pedagogy_and_Content_Knowledge_TPACK_Rich_Media_Cases_of_Teacher_Knowledge/links/57a7977608aefe6167bc4933/Practitioners-Guide-to-Technology-Pedagogy-and-Content-Knowledge-TPACK-Rich-Media-Cases-of-Teacher-Knowledge.pdf#page=20

M2A4_Article on the critical evaluation of digital practices

	Description
Activity title	Article on the critical evaluation of digital practices
Related learning objective	LO1.6.4. The teacher critically evaluates their own digital practices. LO1.6.5. The teacher makes informed decisions about the educational benefits of their own digital practices. LO1.6.6. The teacher makes informed decisions about the constraints of their own digital practices.
Responsible person(s)	UNIFI
Level If there is more than one level: Indicate which steps correspond to each level	[X] Beginner (Step 1) [X] Intermediate (Step 2) [ ] Expert
Type	[ ] Synchronous [X] Asynchronous
Duration	45 minutes
Purpose of the activity (short)	The resource provided aims to present the reflective experiences of two teachers on their journey towards virtual learning. Through the reading of an article, teachers are invited to reflect on the tools and strategies for moving from the traditional physical classroom to the virtual learning environment, taking into account the educational benefits and constraints of their digital practices.
Description of the activity Include 2 sets of instructions in case of both synchronous and asynchronous activity.	Step 1 Teachers are asked to individually read the proposed article Step 2 Teachers are asked to write a short critical reflection on their digital practices, in the light of the knowledge gained.

Materials needed	• Share the article link and reflection guidelines
Important comments	Article can be downloaded free of charge

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

Reflection Guidelines

Read the article "Teaching, virtually: a critical reflection" (20 min) available at the following link:https://www.emerald.com/insight/content/doi/10.1108/ARJ-09-2020-0307/full/html?skipTracking=true

After reading the article, take some time to reflect on each of the following questions and record your thoughts, insights and observations. Consider how your reflections can inform and enhance your teaching practice in both virtual and traditional learning environments.

- What were the main challenges that you faced during the transition from traditional physical classrooms to virtual learning environments during the COVID-19 pandemic?

- Reflecting on your own experiences, what were the main losses and insights gained during this transition period?

- The authors highlight that there are indispensable elements of traditional education that cannot be replaced by virtual learning environments. What are these elements and why are they considered crucial in accounting education?

- What changes and innovations have you introduced in your teaching practice to adapt to current and future contexts, particularly in response to the challenges posed by virtual learning environments?

- The authors emphasize the importance of humanistic qualities such as empathy, compassion and humility in accountancy training. How do you integrate these qualities into your teaching approach, both in virtual and traditional settings?

M2A5_Exploring the safety dimension in DigComp 2.2

	Description
Activity title	Exploring the Safety dimension in DigComp 2.2.
Related learning objective	LO6.4.1. The teacher supports students to be **aware of the new opportunities** that digital environments offer for personal well-being and safety.
Responsible person(s)	UNIFI
Level If there is more than one level: Indicate which steps correspond to each level	[X] Beginner (Step 1) [X] Intermediate (Step 2) [ ] Expert
Type	[ ] Synchronous [X] Asynchronous [ ]
Duration	45 minutes
Purpose of the activity (short)	The provided resource aims to raise awareness among teachers about the "Safety" update area of DigComp 2.2, focusing on safeguarding aspects such as protecting devices, content, personal data, and privacy in digital environments. It also emphasizes the importance of protecting physical and psychological health and understanding digital technologies for well-being and social inclusion. Additionally, it encourages awareness of the environmental impact of digital technologies and their usage.
Description of the activity Include 2 sets of instructions in case of both synchronous and asynchronous activity.	Step 1 Teachers are asked to individually read the 'Safety' dimension of DigComp 2.2 Step 2 Teachers are asked to write a short critical reflection on their digital practices, in the light of the knowledge gained.

Materials needed	• Share the resource link and reflection guidelines
Important comments	DigComp 2.2. can be downloaded free of charge

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

Reflection Guidelines

Read the introduction to the updates in **DigComp 2.2** (p. 2-8), in particular the 'Safety' dimension (p. 35-42): https://publications-jrc-ec-europa-eu.translate.goog/repository/handle/JRC128415?_x_tr_sl=en&_x_tr_tl=it&_x_tr_hl=it&_x_tr_pto=sc

Then, take some time to reflect on each of the following questions and record your thoughts, insights and observations. These guiding questions can help you critically examine your teaching practices in relation to the "Safety" dimension of DigComp 2.2 and identify areas for improvement and development.

Protection of Devices and Content:

- How do you currently safeguard the devices and content used in your digital teaching activities? Are there steps or precautions you could take to enhance this protection?
- Have you experienced any security breaches of devices or content during your lessons? How do these experiences influence how you manage digital security in your practice?

Protection of Personal Data and Privacy:

- How do you ensure the protection of your students' personal data and their privacy during online activities? Have you implemented specific measures to comply with privacy regulations, such as the GDPR (General Data Protection Regulation)?
- How do you engage students in discussions and understanding of issues related to online privacy and personal data security?

Physical and Psychological Health:

- How do you promote the physical and psychological health of students during digital activities? Consider the importance of limiting screen time and encouraging active breaks and a balance between online and offline life.
- Have you considered the impact of your digital teaching activities on students' mental health? How do you address any challenges related to managing students' well-being during online learning?

Awareness of the Environmental Impact of Digital Technologies:

- Have you reflected on the environmental impact of the digital technologies used in your lessons? Have you adopted practices or tools that promote more sustainable use of digital resources?
- How can you encourage students to be aware of the environmental impact of their online activities and to adopt more sustainable behaviors?

M2A6_Discovering new opportunities in digital environments

	Description
Activity title	Discovering new opportunities in digital environments
Related learning objective	LO6.4.2. The teacher supports students to **take advantage of the new opportunities** that digital environments offer for personal well-being and safety.
Responsible person(s)	UNIFI
Level If there is more than one level: Indicate which steps correspond to each level	[X] Beginner (Step 1) [X] Intermediate (Step 2) [ ] Expert
Type	[ ] Synchronous [X] Asynchronous
Duration	90 minutes
Purpose of the activity (short)	Through the learning scenario, teachers are asked to reflect on the opportunities that digital technology has brought to the educational sphere in terms of socialisation, collaboration and inclusion of all members of the class, referring to competence 4.3 'Protecting health and wellbeing' of the DigComp 2.2 safety area and, in particular, to the learning objective 'Being aware of digital technologies for social wellbeing and social inclusion'.
Description of the activity Include 2 sets of instructions in case of both synchronous and asynchronous activity.	Step 1: Teachers are asked to read the learning scenario proposed Step 2: Teachers are asked to explain which digital resources or platforms they would choose and explain why it should better help promote collaboration and inclusion of all class members, compared to traditional teaching strategies. Step 3: Teachers are asked to comment on other colleagues' proposals.

Materials needed	• Share instructors for participants and Padlet link:
Important comments	

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

Learning Scenario

"A teacher in a class of 16-year-old students wants to use a digital resource or a digital informal environment to facilitate the exchange of resources, discussion of topics, collaboration on projects, and peer support. It is preferable that this resource/platform respects the security, privacy and inclusion of all students. (e.g. paying attention to controlled access for authorised persons only, protection of personal data, moderation of content to remove inappropriate or offensive material, etc.). Additionally, the resource should provide support for students with disabilities, offering options to tailor the interface and content to their specific needs. Specifically, considering that there is a student with a cognitive disability in the class who requires the support of a teacher or a peer"

Instructions:

Read the proposed Learning Scenario, which describes a teacher's desire to use a digital resource or platform to facilitate collaboration, discussion, and peer support among 16-year-old students while ensuring security, privacy, and inclusion.
Use Padlet to share your teaching choices related to the proposed scenario: (link).
Answer - with a post - the following questions:

- Which digital resources or platforms (e.g. online apps, social networks, etc.) would you choose?
- Why do you believe these choices would promote collaboration and inclusion compared to traditional teaching strategies, particularly for students with disabilities?
- Emphasize the importance of security, privacy, and accessibility features.

Explore the reflections shared by your colleagues on Padlet and actively participate in the discussion by providing comments, responses, and suggestions for addressing challenges and leveraging opportunities associated with integrating digital technologies into teaching.

M2A7_Digital addictions synchronous

	Description
Activity title	Digital Addictions
Related learning objective	LO6.4.3. The teacher supports students to **address the problems** that digital environments pose to personal well-being and safety.
Responsible person(s)	CCTA
Level If there is more than one level: Indicate which steps correspond to each level	[X] Beginner [X] Intermediate [X] Expert
Type	[X] Synchronous [ ]
Duration	60 minutes
Purpose of the activity (short)	Raising awareness about digital addictions; highlighting the impact of digital addictions on the youth; preventing and managing digital addictions. This activity is suitable for implementation with teachers and/or with students.
Description of the activity Include 2 sets of instructions in case of both synchronous and	Step 1 (10 min): The trainer / teacher introduces the topic of the activity to the participants and asks them to share their opinion on **what do they think digital addiction is**. For this step of the activity the trainer (teacher) shares with the group (class) a joint file or space where participants can share their opinions anonymously. This part of the work is for establishing a common ground for further collaboration and discussions. At the end, the trainer provides a definition about digital addiction (see slide 3 of the presentation) and splits the group (class) in smaller teams of 3-4 people. Step 2 (20 min):

	Description
asynchronous activity.	Working in small groups participants research on different types of digital addictions (1 per group) and prepare a summary. Possible topics for the groups are suggested on slide 6 of the presentation (those may vary depending on the type of learners) and the guidelines for the group work are suggested on slide 7. Step 3 (20 min): The groups present their findings. Step 4 (10 min): The activity ends with a short wrap-up highlighting important conclusions from the group discussions. The short clip in YouTube with the opinion of the motivational speaker Simon Sinek might be useful addition to this part.
Materials needed	The following resources can be used for the implementation of the activity: • Digital Addiction Defined - https://www.itstimetologoff.com/digital-addiction/ • 9 terms about digital addiction - https://www.indiatoday.in/education-today/gk-current-affairs/story/do-you-have-digital-technology-addiction-9-terms-that-you-need-to-know-1320051-2018-08-21 • The 6 Most Common Types of Technology Addiction - https://www.familyaddictionspecialist.com/blog/the-6-most-common-types-of-technology-addiction • How digital addiction affects us - https://www.icanotes.com/2018/12/29/how-digital-addiction-affects-us/ Trainer can choose to share with the learners only one or couple of the sources in order to limit the time needed for implementation of the activity. • **Addiction to Technology is Ruining Lives - Simon Sinek on Inside Quest (link to YouTube):** https://www.youtube.com/watch?v=sL8AsaEJDdo&ab_channel=AndreWhite
Important comments	**For the collaborative work at step 1**: Trainer (teacher) can share a common file or space prepared in any application allowing online collaboration without revealing the identity of the contributor: Canva, Miro, FigJam, Lucidspark, Microsoft Whiteboard or simply a shared Doc or Slides file. Tips for step 2:

	Description
	If you are going to work with a younger students or learners at beginner's level, select in advance the appropriate materials for step 2 from the shared resources to help for the better focus of the work and to limit the time for the research. On the other hand, if you work with more experienced audience, you can trust them to select their resource as part of the group collaboration, and to motivate their choice. The topics for the groups, suggested on slide 6 may vary depending on the age of the participants. For youngsters some of the additions described might not be relevant (for instance, Facebook is not popular among them and it is not likely that they will relate to *Facebook Addiction Disorder*). If you open the URLs with Google Chrome, you can benefit from the in-built option for automatic translation from English to other languages. Similarly – in YouTube you can switch-on auto-generated subtitles in various languages. This activity is created by **Nontokozo Thango and Themba Skosana** from **Cloud Education Solutions (South Africa)** in the frames of the project "Digital media literacy for youth employment and social realization", implemented with the financial support of the European Commission under Erasmus+ program (ref. No 608788-EPP-1-2019-1-BG-EPPKA2-CBY-ACPALA). Attribution-NonCommercial (CC BY-NC 4.0) The original of the activity can be seen here: https://digitalyouth.eu/download/digital-addictions/

Attachments:
- presentation: ***LO6.4.3_CCTA_Digital addictions_prentation***

- example of a Jamboard file prepared by participants who worked on that activity; (Since Google's decided to discontinue Jamboard after October 2024, other applications could be used instead: Canva, Miro, FigJam, Lucidspark, Microsoft Whiteboard, or a shared Doc or Slides file): ***LO6.4.3_CCTA_Digital addictions_Jamboard (example step 1).pdf***

2

This learning material is prepared in the frames of the project “Pedagogical Digital Competences as a key element for the digital transformation” (D-PAIDEIA), implemented with the financial support of the European Commission under Erasmus+ program (ref. No 101087643-ERASMUS-EDU-2022-PI-FORWARD). The European Commission's support does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Co-funded by the European Union

M2A7_Digital addictions asynchronous

	Description
Activity title	Digital Addictions (for individual asynchronous implementation)
Related learning objective	LO6.4.3. The teacher supports students to **address the problems** that digital environments pose to personal well-being and safety.
Responsible person(s)	CCTA
Level If there is more than one level: Indicate which steps correspond to each level	[X] Beginner [X] Intermediate [X] Expert
Type	[ ] [X] Asynchronous
Duration	45-60 minutes
Purpose of the activity (short)	Raising awareness about digital addictions; highlighting the impact of digital addictions on the youth; preventing and managing digital addictions. This activity is suitable for implementation with teachers and/or with students.
Description	Step 1 (5 min): Watch the video of Simon Sinek (see below in *Materials needed*). Step 2 (20 min):

	Description
for individual asynchronous implementation (duration: 45 min.)	Browse the shared resources (URLs in *Materials needed*). Choose one particular digital addiction and prepare a summary on it according to these guidelines: • Provide a definition of a digital addiction you researched on; • Give a real-life example for that addiction; • List that addiction's negative effects; • Provide practical treatments and how to overcome this addiction; • Prepare a presentation of your findings. If you consider appropriate, you can explain in your presentation why did you choose that particular addiction. Step 3 (5 min): Take the Quiz "Do I need a digital detox" (link below in *Materials needed*). Step 4 (15-30 min): Depending on your quiz results, prepare your own digital detox plan or a shortlist of advices to a friend who needs digital detox.
Materials needed	**Addiction to Technology is Ruining Lives - Simon Sinek on Inside Quest (link to YouTube):** https://www.youtube.com/watch?v=sL8AsaEJDdo&ab_channel=AndreWhite The following resources can be used for the implementation of the activity: • Digital Addiction Defined - https://www.itstimetologoff.com/digital-addiction/ • 9 terms about digital addiction - https://www.indiatoday.in/education-today/gk-current-affairs/story/do-you-have-digital-technology-addiction-9-terms-that-you-need-to-know-1320051-2018-08-21 • The 6 Most Common Types of Technology Addiction - https://www.familyaddictionspecialist.com/blog/the-6-most-common-types-of-technology-addiction • How digital addiction affects us - https://www.icanotes.com/2018/12/29/how-digital-addiction-affects-us/ Quiz "Do I need a digital detox": https://www.itstimetologoff.com/wp_quiz/do-i-need-a-digital-detox-quiz/
Important comments	If you open the URLs with Google Chrome, you can benefit by the in-built option for automatic translation from English to other languages.

	Description
	Similarly – in YouTube you can switch-on auto-generated subtitles in various languages. This activity is based on the work of **Nontokozo Thango and Themba Skosana** from **Cloud Education Solutions (South Africa)** in the frames of the project "Digital media literacy for youth employment and social realization", implemented with the financial support of the European Commission under Erasmus+ program (ref. No 608788-EPP-1-2019-1-BG-EPPKA2- CBY-ACPALA). Attribution-NonCommercial (CC BY-NC 4.0) The original of the activity can be seen here: https://digitalyouth.eu/download/digital-addictions/

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Co-funded by the European Union

Module 2, alternative track learning activities

M2B1_Scenario for attitude to explore and experiment with new technologies

	Description
Activity title	Scenario for attitude to explore and experiment with new technologies
Related learning objective	LO1.6.1. The teacher is open to explore new digital technologies. LO1.6.2. The teacher is open to experiment with new digital technologies.
Responsible person(s)	UNIFI
Level If there is more than one level: Indicate which steps correspond to each level	[ ] Beginner [X] Intermediate (Step 1) [X] Expert (2-3)
Type	[ ] Synchronous [X] Asynchronous
Duration	90 minutes
Purpose of the activity (short)	This activity aims to provide trainee teachers with the skills and confidence to be open to exploring and experimenting with new digital technologies, enabling them to become innovators in education and provide engaging and meaningful learning experiences for their students. The teacher also reflects on the vastness of tools and resources available for teaching and the importance of technical familiarization with unfamiliar digital tools to achieve a better learning experience and increase their confidence in using different technologies.
Description of the activity Include 2 sets of instructions in case of both synchronous and asynchronous activity.	Step 1: Teachers are asked to read the learning scenario proposed Step 2: Teachers are asked to select a digital technology to explore, preferably not previously used. They are asked to reflect on the expected benefits of using that technology and the potential psychological obstacles they might encounter during exploration and implementation.

	Finally, they are asked to develop personalized strategies (e.g. attending training workshops, collaborating with experienced colleagues, getting feedback from students, etc.) to address identified mental obstacles and increase self-confidence in using the new technology. Step 3: Teachers are asked to comment on other colleagues' proposals.
Materials needed	• Share instructors for partecipants and Padlet link: https://padlet.com/ilariaancillotti/scenario-for-attitude-to-explore-and-experiment-new-technolo-nvfulgmw6b74yaq1
Important comments	

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

Learning Scenario

"In a class of 13-year-old children, the teacher wants to integrate new digital technologies into science lessons. Specifically, he/she wants to encourage students to explore the solar system in an interactive and engaging way."

Instructions:

Read the proposed learning scenario, which describes a specific teaching context where digital technologies can be integrated.

Use Padlet to share your teaching choices related to the proposed scenario: https://padlet.com/ilariaancillotti/scenario-for-attitude-to-explore-and-experiment-new-technolo-nvfulgmw6b74yaq1
Answer - with a post - the following questions:

- Which technology/resource/platform would you choose to implement the teaching scenario?

Individually select a digital technology to explore, preferably not previously used (e.g., augmented reality apps, interactive simulations, e-learning platforms, online collaboration tools, etc.).
Some examples of suggested apps and tools:

- https://phet.colorado.edu/ (Interactive Simulations for Science and Math)
- Solar Walk (app)
- www.labster.com (virtual labs for science)
- www.store.steampowered.com (educational videogames on astronomy and space exploration)

- What benefits do you anticipate from using new digital resources or technologies?

Reflect on the expected benefits (e.g. (enhanced engagement, personalized learning, improved organization and productivity, etc.) you might encounter during exploration and implementation of that technology.

- What mental obstacles might you encounter in adopting new digital technologies?

Reflect on the potential psychological obstacles (e.g. fear of complexity; reluctance to abandon traditional methods; concerns about safety and privacy, etc.) you might encounter during exploration and implementation of that technology.

- How do you plan to address any obstacles and maximize the benefits of using digital technologies?

Develop personalized strategies (e.g. attending training workshops, collaborating with experienced colleagues, getting feedback from students, etc.) to address identified mental obstacles and increase self-confidence in using the new technology.

Explore the reflections shared by your colleagues on Padlet and actively participate in the discussion by providing comments, responses, and suggestions for addressing challenges and leveraging opportunities associated with integrating digital technologies into teaching.

M2B2_Mentoring in the use of digital technologies

	Description
Activity title	Mentoring in the use of digital technologies
Related learning objective	LO1.6.3. The teacher is ready to adopt and implement new digital technologies.
Responsible person(s)	UNIFI
Level If there is more than one level: Indicate which steps correspond to each level	[ ] Beginner [X] Intermediate (Step 1) [X] Expert (Step 2)
Type	[ ] Synchronous [X] Asynchronous
Duration	90 minutes
Purpose of the activity (short)	The objective of this activity is to make teachers aware of their readiness to adopt and implement new digital technologies in their educational practice. Since the role of tutor is filled by a person expert in a given discipline, imagining oneself helping a colleague struggling with the use of technologies will allow the teacher to understand his/her own potential and increase his/her self-efficacy with respect to the use of digital resources or technologies.
Description of the activity Include 2 sets of instructions in case of both synchronous and asynchronous activity.	Step 1: Teachers are asked to individually choose a digital technology or resource that they find useful to share with digitally less experienced colleagues. Step 2: Teachers are asked to think and design a hypothetical mentoring plan to guide the colleague in the use of new technology, reflecting on the specific needs of the less digitally literate colleague. The mentoring plan must be flexible and adaptable to the specific needs of the teacher and the dynamics of the school. It is important to provide the colleague with detailed instructions on the use of the technology or resource, tips and warnings on its use.

	Estimate a time plan for colleague support and training and think about spaces and ways to answer questions, provide feedback and support to the colleague.
Materials needed	● Provide mentoring plan template
Important comments	/

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

Mentoring Plan template:

Individually choose a digital technology or resource that you find useful to share with digitally less experienced colleagues and design a hypothetical mentoring plan to guide the colleague in the use of new technology, reflecting on the specific needs of the less digitally literate colleague.

Specifically:

1. Provide an introduction to the mentoring process, an estimated time plan and an overview of the chosen technology/resource.

0. Needs Assessment: Conduct an assessment of the colleague's current digital literacy skills and identify specific areas where support is needed.

- What aspects of the chosen technology/resource may be most useful for him/her?
- Where may he/she need support or guidance in utilizing the technology effectively?

0. Training Sessions: Schedule training sessions to guide the colleague in using the technology/resource effectively. These sessions may include:

- Step-by-step tutorials
- Hands-on practice exercises

0. Resource Library: Compile a list of additional resources, such as tutorials, articles, and online guides, to supplement the training sessions and provide further support.

0. Feedback and Reflection: Encourage the colleague to reflect on their learning progress and provide feedback.

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M2B3_Reflective Digital Audit

	Description
Activity title	Reflective Digital Audit
Related learning objective	LO1.6.4. The teacher **critically evaluates** their own digital practices.
Responsible person(s)	UCLL
Level If there is more than one level: Indicate which steps correspond to each level	[x] Beginner (Step …) [ ] Intermediate (Step …) [ ] Expert (Step …)
Type	[x] Synchronous [x] Asynchronous [ ]
Duration	30 min
Purpose of the activity (short)	To empower teachers to critically assess their current digital practices, identify areas for improvement, and implement strategies to enhance their digital literacy and integration of technology in teaching. This activity is designed to lead teachers to introspection regarding their current teaching practices.
Description of the activity Include 2 sets of instructions in case of both synchronous and asynchronous activity.	Participants conduct a comprehensive self-audit of their digital practices, covering aspects such as technology use in lesson planning, teaching, student engagement, assessment, and professional development. This is to establish a baseline understanding of current digital practices, highlighting strengths and areas for improvement. Participants fill an analysis table 1 (in appendix) where they list their courses in the first column and fill out the rows under the above mentioned headings, describing how they have used technology in these respective areas in their lessons and courses. Asynchronous: Participants upload their table onto the platform, comment on each other's work Synchronous: Participants fill out their tables together while discussing in pairs

	Description
Materials needed	Table 1, found in appendix below
Important comments	The table is uploaded by the participants as an assignment

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

Evaluation Table 1: Technology use in everyday teaching practice

lesson	Lesson planning (how have you used technology for planning the lesson)	Teaching in the classroom	Student engagement	Professional development
How have you used it				
Why? What added value does it bring?				
Challenges? Improvement needed?				
Future perspectives, what would you do differently?				
Student reactions				

M2B4_Goals, action, reflect

	Description
Activity title	Goals, action, reflect
Related learning objective	LO1.6.5. The teacher makes informed decisions about the **educational benefits** of their own digital practices.
Responsible person(s)	UCLL
Level If there is more than one level: Indicate which steps correspond to each level	[ ] Beginner (Step …) [x] Intermediate (Step …) [ ] Expert (Step …)
Type	[x] Synchronous [x] Asynchronous
Duration	30
Purpose of the activity (short)	To translate critical self-evaluation into concrete objectives and actionable strategies for improvement, and to apply and adapt new digital practices in a real-world context, fostering ongoing reflection and adjustment.
Description of the activity Include 2 sets of instructions in case of both synchronous and asynchronous activity.	Step 1: "Goal Setting and Action Planning" Description: Based on the audit, participants identify specific, measurable goals to enhance their digital practices. They then develop an action plan outlining steps to achieve these goals, including timelines, resources needed, and indicators of success. Synchronous: participants are guided in small groups to fill out their action plans. They present their action plans to their peers. Asynchronous: participants fill out their action plans online where they receive feedback from the trainer and/or their peers Step 2: "Implementation and Reflection" Description: Participants implement their action plans over a designated period, integrating new digital tools or strategies into their practice. They maintain a reflective journal to document their experiences, challenges, and observations. Synchronous: This activity can be split over two separate sessions, and they keep the reflective diary during the week, and present

	Description
	their experiences the following week to their peers either presenting this to the whole group, or in small groups Asynchronous: participants upload their reflective diary after one week, and receive feedback either from the trainer or their peers
Materials needed	• Step 1 action plan template and table • Step 2 reflective journal template
Important comments	

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

Step 1: Step-by-Step Action Plan Template

Goal Setting:

- Audit Review:
  - Review your audit results and identify areas for improvement in your digital practices.

Goals:

- **Goal 1:** _____
- **Goal 2:** _____
- **Goal 3:** _____

Developing an Action Plan:

Goal	Steps to Achieve the Goal	Timeline	Resources Needed	Indicators of Success
Example: Integrate a new LMS (learning management system or platform)	1. Research and select LMS options 2. Attend training sessions 3. Set up LMS 4. Implement in classroom	1 week	• Training materials • Technical support • Time for setup	• Successful setup and use • Improved student engagement

Step 2: Implementation and Reflection

Implementation:

- **Timeline:** _____
    - Define a specific period for the implementation of your action plan.
    - Example: Over the next 3 months

Reflective Journal Template:

Date	Activities Implemented	Observations & Experiences	Challenges Encountered	Solutions & Adjustments Made
example	Implemented new LMS for class assignments	Students were engaged and found it easy to use	Some students had login issues	Provided additional support sessions
example	Used a new interactive tool for a math lesson	High student participation and interest	Tool was slow to load at times	Contacted support for tool optimization

Final Reflection:

- At the end of the implementation period, write a summary reflecting on the overall experience.
    - What went well?
    - What were the main challenges?
    - How did the new digital tools/strategies impact your teaching and student learning?
    - What would you do differently next time?

M2B5_Navigating digital constraints

	Description
Activity title	Navigating digital constraints
Related learning objective	LO1.6.6. The teacher makes informed decisions about the **constraints** of their own digital practices.
Responsible person(s)	UCLL
Level If there is more than one level: Indicate which steps correspond to each level	[ ] Beginner (Step …) [ ] Intermediate (Step …) [x] Expert (Step …)
Type	[x] Synchronous [x] Asynchronous
Duration	30
Purpose of the activity (short)	To enable teachers to recognize and analyze the constraints in their digital practices and to develop practical strategies for making informed decisions to navigate these challenges effectively.
Description of the activity Include 2 sets of instructions in case of both synchronous and asynchronous activity.	Participants watch the TEDx Youtube video "Why e-learning is killing education" by Dr. Aaron Barth, and complete the following tasks: - Reflect on the boundaries and constraints that the use of digital tools might have inadvertently created in their classroom - The participant then chooses one case where they felt that their implementation of a tool was not satisfactory and makes a mind map analysis of the case where they explore various options, solutions and possible outcomes to these solutions Synchronous: participants discuss their cases in small groups and choose one case to make the mind map for, and present this to the rest of the group Asynchronous: participants make their mind map and upload this as an assignment and receive feedback from the trainer or peers.

	Description
Materials needed	Embed this youtube video "Why e-learning is killing education" https://www.youtube.com/watch?v=iwSOeRcX9NI Mind mapping tools: https://miro.com/mind-map/ https://www.canva.com/graphs/mind-maps/
Important comments	This is an open-ended self-study exercise designed to spark critical thinking about the use of digital technologies and the impact that they can have. The mind map can be simple or elaborate, based on the case that the participant chooses to analyse.

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

M2B6_Digital well-being and safety workshop

	Description
Activity title	Digital Well-being and Safety Workshop
Related learning objective	**LO 6.4.1.** The teacher supports students to be aware of the new opportunities that digital environments offer for personal well-being and safety. **LO 6.4.2.** The teacher supports students to take advantage of the new opportunities that digital environments offer for personal well-being and safety. **LO 6.4.3.** The teacher supports students to address the problems that digital environments pose to personal well-being and safety.
Responsible person(s)	UdG
Level	[x] Beginner (Step 1-2) [x] Intermediate (Step 2-3) [x] Expert (Step 4-5)
Type	[x] Synchronous [ ] Asynchronous
Duration	90 minutes
Purpose of the activity	The purpose of this workshop is to empower teachers to support students in addressing the challenges that digital environments pose to their personal well-being and safety. By raising awareness, providing guidance, and facilitating discussions, teachers can help students develop strategies to navigate digital spaces responsibly and protect their well-being online.
Description of the activity	Step 1: Introduction to Digital Well-being and Safety (15 minutes) Begin by introducing the concept of digital well-being and safety. Discuss the potential risks and challenges that students may encounter in digital environments, such as cyberbullying, online harassment, exposure to inappropriate content, and excessive screen time. Emphasize the importance of proactive measures to protect personal well-being online. Step 2: Group Discussion and Scenario Analysis (30 minutes)

	Divide participants into small groups and present each group with a series of scenarios or case studies related to digital well-being and safety. Encourage groups to discuss each scenario, identify potential risks or challenges, and brainstorm strategies for addressing them effectively. Facilitate a whole-group discussion where groups share their insights, strategies, and recommendations for promoting digital well-being and safety among students. Step 3: Interactive Scenario Analysis (20 minutes) ● Divide students into small groups and provide them with interactive scenarios or simulations involving online interactions. ● Encourage students to develop the scenarios, identify potential risks, and discuss appropriate responses to mitigate those risks. ● Facilitate group discussions and encourage peer learning and collaboration. Step 4: Personal Digital Wellness Plan (15 minutes) ● Guide students in creating personalized digital wellness plans that outline strategies for maintaining well-being and safety in digital environments. ● Encourage students to consider their online habits, boundaries, and self-care practices. ● Emphasize the importance of regularly reviewing and updating their digital wellness plans. Step 5: Reflection and Discussion (10 minutes) ● Conclude the activity with a reflection session where students share their insights, experiences, and challenges encountered during the activity. ● Facilitate a group discussion on additional strategies for promoting digital well-being and safety.
Materials needed	● Multimedia presentation or slideshow on digital well-being and safety ● Scenario prompts or case studies related to digital well-being and safety. ● Workshop materials and resources (e.g., privacy settings guides, role-playing scenarios, mindfulness exercises, media literacy activities) ● Action planning templates or worksheets ● Flipcharts, markers, and sticky notes for group discussions and brainstorming

Important comments	• Emphasize the importance of ongoing dialogue, education, and collaboration in promoting digital well-being and safety among students. Encourage participants to continue the conversation with their students, colleagues, and families beyond the workshop.

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

Digital Well-being and Safety
https://www.youtube.com/watch?v=XFn7iN_hrQo

Interactive Scenario Analysis

1. Privacy Settings and Online Safety Measures Demonstration:
    - Prompt: Imagine you're a tech-savvy student who wants to ensure your online accounts are secure. Create a step-by-step tutorial video demonstrating how to adjust privacy settings on a popular social media platform. Include tips for creating strong passwords, enabling two-factor authentication, and managing app permissions. Your goal is to help your peers understand the importance of online safety and empower them to protect their personal information online.
2. Role-playing Scenarios Related to Cyberbullying Prevention and Intervention:
    - Prompt: You've been assigned the role of a bystander in a cyberbullying scenario. Your friend is being targeted by hurtful comments on social media, and you're unsure how to help. Develop a script for a role-playing exercise where you intervene to support your friend and address the bullying behavior. Consider the impact of your words and actions on both the victim and the bully, and think about how you can effectively de-escalate the situation while promoting empathy and understanding.
2. Digital Detox and Mindfulness Exercises for Managing Screen Time:
    - It's the weekend, and you've decided to take a break from screens to focus on your well-being. Design a 7-day digital detox challenge that incorporates mindfulness exercises and offline activities. Each day, plan a different mindfulness practice, such as meditation, journaling, or nature walks, to help you disconnect from technology and reconnect with yourself. Share your experience and reflections on how the digital detox challenge has impacted your mental and physical health.
2. Critical Thinking and Media Literacy Activities to Evaluate Online Content:
    - You've come across an article on social media that claims a new miracle product can cure acne overnight. Before sharing the article with your friends, conduct a critical analysis of its credibility and reliability. Research the author's credentials, examine the sources cited, and evaluate the tone and language used. Create a checklist of criteria for evaluating online

content and use it to determine whether the article is trustworthy. Based on your findings, decide whether or not you would recommend the product to others and explain your reasoning.

Personal Digital Wellness Plan

https://caps.arizona.edu/personal-wellness-plan

Appendix 4: Learning activities module 3

M3A1_Interaction within online and hybrid environments

	Description
Activity title	Interaction within online and hybrid environments
Related learning objective	LO7.1.1. The teacher can interact within **online and hybrid environments** effectively and respectfully with colleagues, students, and others connected to the students outside of the student-teacher relationship.
Responsible person(s)	UNIFI
Level If there is more than one level: Indicate which steps correspond to each level	[x] Beginner (Step 1-2) [x] Intermediate (Step 3 - level 1 to 5) [x] Expert (Step 3 - level 2)
Type	[x] Synchronous [x] Asynchronous [ ]
Duration	120 minutes
Purpose of the activity (short)	The lesson intends to provide an in-depth overview of the differences between online, blended and hybrid learning modes. The session will introduce principles for planning and preparing meetings and exploring tools and resources. Furthermore, the rules of behavior in online communication will be addressed. The goal is to provide participants with the skills needed to effectively manage online and hybrid communications professionally and respectfully.
Description of the activity (SYNC) Include 2 sets of instructions in case of both synchronous and asynchronous activity.	Step 1. Introduction (10 minutes): - Welcome and presentation of the objective of the lesson. - Brief overview of online, blended and hybrid learning methods. Step 2. Theoretical presentation (20 minutes): - Explanation of the principles for planning and preparing online and hybrid meetings. - Discussion on the fundamental principles of netiquette and online communication.

	Step 3. Group activity (45 minutes): - Creation of small groups of participants. Level 1: intermediate level - Some groups discusses and shares their experiences and strategies related to planning and managing online and hybrid meetings (goal: to create a control checklist) Level 2: Expert level - Some groups explore the challenges and solutions related to the use of online communication tools and the management of netiquette (objective: to define the rules of communication for those who organize and those who participate). Step 4. Feedback and plenary discussion (30 minutes): - Each group briefly presents their conclusions and main lessons learned. - Plenary discussion to share best practices and resolve any doubts or questions. Step 5. Final feedback and conclusions (15 minutes): - Summary of the main points that emerged during the lesson. - Thanks and closing of the session.
Description of the activity (ASYNC)	Step 2. Recorded video and slides: Theoretical presentation (20 minutes): - Explanation of the principles for planning and preparing online and hybrid meetings. - Discussion on the fundamental principles of netiquette and online communication. Step 6. Follow-up (after the event) - Upload the participants' answers to a virtual board shared in the online course environment (e.g. Padlet).
Materials needed	● Slide ● Webconference platform (with separate rooms) ● Virtual board (Padlet)

Important comments	• This task opens the M3 (blended) in online synchronous mode. It should be recorded to also allow subsequent use of the theoretical section. The online blackboard should also remain open so that individual contributions can be added.

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

Control Checklist (instructions):

Break into groups and discuss your experiences and strategies for planning and managing online and hybrid meetings. Share any challenges faced and successful strategies employed. Identify key elements necessary for effective planning and management of online and hybrid meetings.
Consider factors such as technology requirements, participant engagement strategies, and time management.
Create a Control Checklist: Based on the group discussions and identified key elements, create a control checklist. Include items to ensure all necessary aspects are considered and addressed before, during, and after the meetings.
Share the Control Checklis on a Padlet with the other groups.

Exploring challenges and solutions in online communication (instructions):

Discuss common challenges faced when using online communication tools. Identify specific issues related to netiquette, such as tone of communication, response time, and respecting others' opinions.
Propose Solutions: Brainstorm solutions to address the identified challenges.
Define Communication Rules: Based on the group discussions and proposed solutions, define clear communication rules for both organizers and participants. Include guidelines for respectful communication, active listening and etiquette in virtual meetings.
Share the two lists on a Padlet with the other groups.

M2B3_Reflective Digital Audit

	Description
Activity title	Reflective Digital Audit
Related learning objective	LO1.6.4. The teacher **critically evaluates** their own digital practices.
Responsible person(s)	UCLL
Level If there is more than one level: Indicate which steps correspond to each level	[x] Beginner (Step …) [ ] Intermediate (Step …) [ ] Expert (Step …)
Type	[x] Synchronous [x] Asynchronous [ ]
Duration	30 min
Purpose of the activity (short)	To empower teachers to critically assess their current digital practices, identify areas for improvement, and implement strategies to enhance their digital literacy and integration of technology in teaching. This activity is designed to lead teachers to introspection regarding their current teaching practices.
Description of the activity Include 2 sets of instructions in case of both synchronous and asynchronous activity.	Participants conduct a comprehensive self-audit of their digital practices, covering aspects such as technology use in lesson planning, teaching, student engagement, assessment, and professional development. This is to establish a baseline understanding of current digital practices, highlighting strengths and areas for improvement. Participants fill an analysis table 1 (in appendix) where they list their courses in the first column and fill out the rows under the above mentioned headings, describing how they have used technology in these respective areas in their lessons and courses. Asynchronous: Participants upload their table onto the platform, comment on each other's work Synchronous: Participants fill out their tables together while discussing in pairs

	Description
Materials needed	Table 1, found in appendix below
Important comments	The table is uploaded by the participants as an assignment

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

Evaluation Table 1: Technology use in everyday teaching practice

lesson	Lesson planning (how have you used technology for planning the lesson)	Teaching in the classroom	Student engagement	Professional development
How have you used it				
Why? What added value does it bring?				
Challenges? Improvement needed?				
Future perspectives, what would you do differently?				
Student reactions				

M3A2_Relational dynamics and group climate

	Description
Activity title	Relational dynamics and group climate
Related learning objective	LO7.1.2. The teacher can manage the relational dynamics of the classroom through the use of ICT
Responsible person(s)	UNIFI
Level If there is more than one level: Indicate which steps correspond to each level	[x] Beginner (Step 1) [x] Intermediate (Step 2) [x] Expert (Step 3)
Type	[ ] Synchronous [x] Asynchronous
Duration	1 hour
Purpose of the activity (short)	The resources provided aim to promote greater awareness among teachers of how classroom dynamics can best be managed through the use of digital tools and strategies. The characteristics of CMC, the importance of verbal and non-verbal communication and digital emotional intelligence will be illustrated.
Description of the activity Include 2 sets of instructions in case of both synchronous and asynchronous activity.	Step 1: Individually study the proposed materials Step 2: Write a short reflection about relational dynamics in digital environments, in the light of the knowledge gained. Step 3: Formulate some concrete action points that apply to your classroom practice and indicate how you will achieve them.
Materials needed	• external links • reflection guidelines

Important comments	

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2
Reflection Guidelines
Read the articles available at the following links:
"Tips to Create a Warmer, More Engaging Online Classroom" (5 min):
https://www.edutopia.org/article/tips-create-warmer-more-engaging-online-classroom

"Netiquette: The dos and don'ts of online communication" (10 min)
https://ucc.instructure.com/courses/7281/pages/netiquette-the-dos-and-donts-of-online-communication

"**Digital emotional intelligence**" (20 min):
https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2023.1154355/full

And watch the videos:

"Keeping Students Engaged in Digital Learning" (3 min):
https://www.youtube.com/watch?v=-LybF2YlWn4&t=123s

Professor Ranieri lecture: "Teaching methodologies for the digital school: the role of the online tutor" (16 min)
https://www.youtube.com/watch?v=g31RQ6-m238 (italian - problem enabling subtitles)

Then, take some time to reflect on each of the following questions and record your thoughts, insights and observations. Consider how your reflections can inform and enhance your teaching practice in both virtual and traditional learning environments.

- What are the strategies suggested for creating a warmer and more engaging online classroom and how could these strategies enhance students' learning experience?

- How can good netiquette influence the quality of online communication between teachers and students? How can I integrate these netiquette principles into your online interactions with students?

- What are the key factors contributing to the development of digital emotional intelligence and how can I promote it among students in my online class?

M3A3_Scenario for relational dynamics and inclusion

	Description
Activity title	Relational dynamics and inclusion
Related learning objective	LO7.1.3. The teacher can differentiate their approach to relational dynamics regarding students with specialised needs (eg. SEND students, low SES background) in the classroom through the use of ICT.
Responsible person(s)	UNIFI
Level If there is more than one level: Indicate which steps correspond to each level	[x] Beginner (Step 1) [x] Intermediate (Step 2) [x] Expert (Step 3)
Type	[ ] Synchronous [x] Asynchronous
Duration	2 hours
Purpose of the activity (short)	The activity aims to explore and understand some good practices related to managing problems related to inclusion, emotional resistance and promoting a positive and supportive group climate in a learning context. The aim is to identify an experience that could be adapted and implemented in one's own work context, providing a clear rationale for the choice and proposing possible modifications to adapt it to specific needs. The e-tivity consists of identifying tools or experiences that can be transferred to one's own professional field, choosing from a few presented.
Description of the activity Include 2 sets of instructions in case of both synchronous and asynchronous activity.	Step 1: Consultation phase of the material ○ an example of SEND inclusion ○ an example of social inclusion ○ an example of group climate facilitation Step 2: personal revision phase starting from a template that includes some guiding questions. Step 3: Drawing up an action plan on how to meet the needs of SEND students and students with a low SES background

Materials needed	• Three examples of practices or experiences • Template for the activity • Rubric
Important comments	• feedback phase through evaluation rubric

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

Articles:
10 Facilitators of sense of belonging through Digital Competences (15 min) https://oaj.fupress.net/index.php/med/article/view/14885/12449

Bringing digital well-being into the heart of digital media literacies (15 min) https://digitalcommons.uri.edu/jmle/vol14/iss2/6/

Exploring Student Teachers' Experiences of Engaging in Hands of the World, a Contextualised Global Intercultural eTwinning Project (15 min) https://www.diamondopen.com/journals/index.php/ijhep/article/view/104/77

Template

Title of the selected resource:

- Why did you choose this resource?
- How could it be applied and with what objectives?
- How could it be adapted to your professional context?

Rubric

Criterion: Relevance of resource selection
Evaluation Level:
1. Poor: The choice of resource is unclear and inadequately motivated. |

2. Fair: The choice of resource is clear but the rationale could be more detailed. |
3. Excellent: The choice of resource is clear, well-motivated, and relevant to the instructional goal.

Criterion: Applicability and objectives of the resource
Evaluation Level:
1. Poor: The applicability of the resource and its objectives are not clearly identified or are irrelevant.
2. Fair: The applicability of the resource and its objectives are partially identified but could be improved.
3. Excellent: The applicability of the resource and its objectives are clearly identified and relevant to the intended context of use.

Criterion: Adaptability to the professional situation
Evaluation Level:
1. Poor: The ways to adapt the resource to the professional context have not been considered or are unclear.
2. Fair: Some ways of adaptation have been identified but could be more detailed or specific. 3. Excellent: Clear and relevant ways of adapting the resource to the professional context have been identified.

M3A4_Relational dynamics and inclusion

	Description
Activity title	Scenario for relational dynamics and inclusion
Related learning objective	LO7.1.3. The teacher can differentiate their approach to relational dynamics regarding students with specialised needs (eg. SEND students, low SES background) in the classroom through the use of ICT.
Responsible person(s)	UNIFI
Level If there is more than one level: Indicate which steps correspond to each level	[ ] Beginner (Step …) [x] Intermediate (Step 1-3) [ ] Expert (Step …)
Type	[ ] Synchronous [x] Asynchronous
Duration	45 min
Purpose of the activity (short)	Through this activity, the teacher reflects on the possibility of using a combination of tools and strategies to facilitate communication, collaboration and management of activities in digital learning environments. The teacher also reflects on the importance of technical familiarisation with unfamiliar digital tools and strategies, e.g. through icebreaking activities, to avoid the 'technical pressure' (Van Dijk, 2002) depending on the use of the tool itself and technical knowledge.
Description of the activity Include 2 sets of instructions in case of both synchronous and asynchronous activity.	Step 1: Teachers are asked to read the educational scenario proposed Step 2: Teachers are asked to share their own teaching choices - by replying to the thread - in order to encourage reflection on digital tools and teaching strategies that can be implemented in a classroom to foster the inclusion of all students. Step 3: They are asked to comment on other colleagues' proposals.

Materials needed	• Interaction tool (a. g., forum)
Important comments	

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

Scenario:

“In a class of 10-year-old children, there are several students with special needs, including two dyslexic students and a foreign student who does not fully understand the language of the country in which he is studying. The teacher is aware of the importance of adopting a differentiated approach to meet the individual needs of her students, but seeks to understand how to effectively use information and communication technologies (ICT) to improve relational dynamics in the classroom and promote inclusion.
Specifically, the teacher needs to engage in hybrid instruction by reading a text and subsequently assigning a text comprehension exercise to the students.”

Instructions:

Explain which communication and feedback (1), learning support (2) and collaboration and cooperation (3) tools you would choose in this scenario and motivate your choice.
Then, read and comment on your colleagues' comments.

Here are some examples of communication and feedback, learning support and collaboration and cooperation tools:

1. Communication and feedback tools:
- Email: Allows for asynchronous communication between teachers, students, and parents, as well as the exchange of feedback.
- Discussion Forums: Platforms like Moodle or Google Classroom offer discussion forums where participants can engage in threaded conversations and provide feedback to each other.

- Video Conferencing: Tools like Zoom or Microsoft Teams enable real-time communication through video calls, facilitating synchronous discussions and feedback sessions.

2. Learning support tools:
- Learning Management Systems (LMS): Platforms like Canvas or Blackboard provide a centralized hub for course materials, assignments, and resources, supporting student learning.
- Online Tutorials: Websites like Khan Academy or Coursera offer instructional videos and interactive exercises to supplement classroom learning and provide additional support.
- Digital Libraries: Resources such as Project Gutenberg or Google Scholar provide access to a wide range of academic literature and educational materials, supporting research and self-directed learning.

3. Collaboration and cooperation tools:
- Cloud-based Document Collaboration: Tools like Google Docs or Microsoft Office Online enable multiple users to collaborate on documents in real-time, facilitating group projects and collaborative writing.
- Virtual Whiteboards: Platforms such as Miro or Jamboard allow users to brainstorm ideas, organize thoughts, and collaborate visually in an online environment.
- Project Management Tools: Applications like Trello or Asana help organize tasks, assign responsibilities, and track progress on group projects, fostering collaboration and cooperation among team members.

M3B1_Online Communication and Collaboration Skills Workshop

	Description
Activity title	Online Communication and Collaboration Skills Workshop
Related learning objective	LO 7.1.1. The teacher can interact within online and hybrid environments effectively and respectfully with colleagues, students, and others connected to the students outside of the student-teacher relationship.
Responsible person(s)	UdG / UCLL
Level	[x] Beginner (Step 1) [x] Intermediate (Step 2 - 4) [x] Expert (Step 5)
Type	[x] Synchronous [ ] Asynchronous
Duration	120 minutes
Purpose of the activity	The purpose of this workshop is to equip teachers with the skills and strategies necessary to interact effectively and respectfully within online and hybrid learning environments. By enhancing their communication and collaboration skills, teachers can foster positive relationships with colleagues, students, families, and other stakeholders connected to the students outside of the student-teacher relationship.
Description of the activity	Step 1: Introduction to Online Communication (15 minutes) Begin by introducing the importance of effective online communication in today's educational landscape. Discuss the significance of building positive relationships with colleagues, students, and other stakeholders in online and hybrid learning environments. Step 2: Role-Playing Scenarios (30 minutes) Divide participants into pairs or small groups and assign each group a role-playing scenario related to online communication in an educational context.

	Scenarios could include resolving conflicts via email, facilitating a virtual group discussion, providing feedback on student work asynchronously, or engaging with parents or guardians through a messaging platform. Allow participants time to role-play their scenarios, focusing on effective communication strategies, active listening, empathy, and professionalism. Step 3: Reflective Discussion (25 minutes) Facilitate a reflective discussion where participants share their experiences from the role-playing activity. Encourage them to identify effective communication techniques and challenges encountered during the scenarios. Discuss strategies for overcoming common communication barriers and fostering positive online interactions. Step 4: Group Collaboration Exercise (30 minutes) Assign participants to small groups and provide them with a collaborative task or project to complete using online collaboration tools. Tasks could include brainstorming ideas for integrating technology into a lesson plan, developing a shared resource repository, or collaboratively editing a document or presentation. Encourage participants to communicate and collaborate effectively within their groups, leveraging the features of the online collaboration tools provided. Step 5: Debrief and Action Planning (20 minutes) Reconvene as a whole group and facilitate a debrief session where participants share their insights and lessons learned from the group collaboration exercise. Encourage participants to identify specific action steps they can take to enhance their online communication and collaboration skills in their teaching practice.
Materials needed	● List of online communication tools ● Role-playing scenarios related to online communication in education ● Collaborative task or project instructions ● Online collaboration tools (e.g., video conferencing platform, document sharing platform)

Important comments	● Emphasize the importance of empathy, active listening, and cultural sensitivity in online communication and collaboration. ● Provide ongoing support and resources, such as best practices guides and professional development opportunities, to help participants further develop their online communication and collaboration skills. ● Foster a supportive and inclusive learning environment where participants feel comfortable experimenting with new communication strategies and learning from their experiences and those of their peers.

Scenarios and questions

Scenario 1: Parent-Teacher Conference

During a virtual parent-teacher conference, a parent expresses concern about their child's performance in the online/hybrid class and seeks advice on how to support their child's learning.

Questions:

1. What strategies can the teacher suggest to the parent to support their child's learning at home?
2. How can the teacher address the parent's concerns while maintaining a positive and constructive conversation?
3. What resources or additional support can the teacher offer to the parent to help improve their child's performance?

Scenario 2: Colleague Collaboration

A colleague approaches the teacher with a proposal for integrating a new online teaching tool or method into the curriculum and seeks feedback and collaboration.

Questions:

1. How can the teacher provide constructive feedback on the colleague's proposal?
2. What potential benefits and challenges might arise from implementing the proposed teaching tool or method?
3. How can the teacher and colleague collaborate effectively to integrate the new approach into their teaching practice?

Scenario 3: Technical Difficulty

A student contacts the teacher to report that they are unable to access the online class due to technical issues and requests assistance troubleshooting.

Questions:

1. How can the teacher troubleshoot the student's technical issues remotely?
2. What alternative options can the teacher offer to ensure the student can participate in the class?

3. How can the teacher provide support to prevent similar technical issues from occurring in the future?

Scenario 4: Lesson Adaptation

A colleague asks the teacher for advice on adapting a lesson plan to accommodate both in-person and online learners effectively.

Questions:

1. What strategies can the teacher suggest to modify the lesson plan for different learning environments?
2. How can the teacher ensure that the adapted lesson plan maintains learning objectives and engages all students?
3. What additional resources or training might the teacher recommend to the colleague to support lesson adaptation?

Scenario 5: Parental Inquiry

A parent emails the teacher with questions about navigating the online learning platform and supporting their child's learning at home.

Questions:

1. How can the teacher provide clear and concise instructions to the parent on using the online learning platform?
2. What additional resources or tutorials can the teacher recommend to help the parent support their child's learning?
3. How can the teacher encourage ongoing communication and collaboration with parents to address any further questions or concerns?

Scenario 6: Conflict Resolution

A student or parent expresses dissatisfaction with a grading decision or classroom policy and requests a meeting with the teacher to resolve the issue.

Questions:

1. How can the teacher actively listen to the concerns of the student or parent and validate their perspective?
2. What strategies can the teacher employ to address the conflict and find a mutually satisfactory resolution?
3. How can the teacher ensure transparency and fairness in addressing the student or parent's concerns?

Scenario 7: Student Feedback Session

A student provides constructive feedback on the effectiveness of online teaching methods and suggests improvements during a feedback session with the teacher.

Questions:

1. How can the teacher create a supportive and open environment for students to share feedback on their learning experience?
2. What steps can the teacher take to consider and implement the student's suggestions for improvement?
3. How can the teacher encourage ongoing feedback from students to continuously enhance their teaching practice?

Model solutions

Scenario 1: Parent-Teacher Conference

1. What strategies can the teacher suggest to the parent to support their child's learning at home?

The teacher can suggest strategies such as creating a quiet and organized study space, establishing a daily schedule for study time, encouraging active engagement in the learning process, and regularly communicating about their child's progress.

2. How can the teacher address the parent's concerns while maintaining a positive and constructive conversation?

The teacher can empathetically listen to the parent's concerns, communicate clearly and honestly about the child's performance, and work together with the parent to set achievable goals and find solutions.

3. What resources or additional support can the teacher offer to the parent to help improve their child's performance?

The teacher can recommend additional learning resources, tutorials, or guidance options tailored specifically to the child's needs, and may also suggest external support services such as tutoring or study groups.

Scenario 2: Colleague Collaboration

1. How can the teacher provide constructive feedback on the colleague's proposal?

The teacher can identify specific positive aspects of the proposal, offer suggestions for potential improvements, and ask questions to gain further insight into the intended goals and implementation strategies.

2. What potential benefits and challenges might arise from implementing the proposed teaching tool or method?

The teacher can discuss potential benefits such as increased student engagement and learning outcomes, as well as potential challenges such as technical issues, learning curves for both teachers and students, and accessibility issues.

3. How can the teacher and colleague collaborate effectively to integrate the new approach into their teaching practice?

The teacher and colleague can collaborate on developing implementation plans, sharing resources and best practices, and regularly consulting to monitor progress and make any necessary adjustments.

Scenario 3: Technical Difficulty

1. How can the teacher troubleshoot the student's technical issues remotely?

The teacher can provide step-by-step instructions for troubleshooting common technical issues, offer alternative access options, and connect the student with IT support if necessary.

2. What alternative options can the teacher offer to ensure the student can participate in the class?

The teacher can provide recorded lectures or materials for offline access, offer alternative assignments or assessments, or schedule a makeup session once the technical issues are resolved.

3. How can the teacher provide support to prevent similar technical issues from occurring in the future?

The teacher can provide guidance on optimizing device settings and internet connections, offer technical troubleshooting resources, and encourage students to report any recurring issues promptly.

Scenario 4: Lesson Adaptation

1. What strategies can the teacher suggest to modify the lesson plan for different learning environments?

The teacher can recommend strategies such as incorporating multimedia resources, providing alternative assignments or assessments, and facilitating online discussions or collaborative activities.

2. How can the teacher ensure that the adapted lesson plan maintains learning objectives and engages all students?

The teacher can align the adapted lesson plan with learning objectives, provide clear instructions and expectations, and offer multiple means of representation and expression to accommodate diverse learning styles and preferences.

3. What additional resources or training might the teacher recommend to the colleague to support lesson adaptation?

The teacher can recommend professional development opportunities focused on online teaching strategies, provide access to instructional resources and templates, and offer mentorship or peer support for lesson adaptation.

Scenario 5: Parental Inquiry

1. How can the teacher provide clear and concise instructions to the parent on using the online learning platform?

The teacher can create user-friendly tutorials or guides, offer personalized support through email or virtual meetings, and provide links to relevant resources or FAQs.

2. What additional resources or tutorials can the teacher recommend to help the parent support their child's learning?

The teacher can recommend educational websites or apps, suggest supplemental learning materials or activities, and provide tips for fostering a positive learning environment at home.

3. How can the teacher encourage ongoing communication and collaboration with parents to address any further questions or concerns?

The teacher can establish regular communication channels, such as newsletters or parent-teacher conferences, solicit feedback from parents on their child's progress, and proactively address any emerging issues or challenges.

Scenario 6: Conflict Resolution

1. How can the teacher actively listen to the concerns of the student or parent and validate their perspective?

The teacher can demonstrate empathy and respect, acknowledge the validity of the concerns raised, and seek to understand the underlying reasons or motivations behind the conflict.

2. What strategies can the teacher employ to address the conflict and find a mutually satisfactory resolution?

The teacher can facilitate open and honest communication, brainstorm potential solutions collaboratively, and negotiate compromises or accommodations to meet the needs of all parties involved.

3. How can the teacher ensure transparency and fairness in addressing the student or parent's concerns?

The teacher can explain the rationale behind decisions or policies, provide clear and consistent guidelines for conflict resolution, and ensure that all parties have an opportunity to voice their perspectives and contribute to the resolution process.

Scenario 7: Student Feedback Session

1. How can the teacher create a supportive and open environment for students to share feedback on their learning experience?

The teacher can establish norms for respectful communication, assure confidentiality and non-judgmental acceptance of feedback, and express appreciation for students' input.

2. What steps can the teacher take to consider and implement the student's suggestions for improvement?

The teacher can analyze the feedback received, identify common themes or patterns, and prioritize actionable suggestions for incorporation into future teaching practices or course design.

3. How can the teacher encourage ongoing feedback from students to continuously enhance their teaching practice?

The teacher can regularly solicit feedback through anonymous surveys, reflective journaling assignments, or classroom discussions, and demonstrate responsiveness to student feedback by making visible changes based on their input.

M3B2_Digital Classroom Management Simulation

	Description
Activity title	Digital Classroom Management Simulation
Related learning objective	**LO 7.1.2.** The teacher can manage the relational dynamics of the classroom through the use of ICT
Responsible person(s)	UdG
Level	[ ] Beginner () [x] Intermediate () [ ] Expert ()
Type	[x] Synchronous [ ] Asynchronous
Duration	85 minutes
Purpose of the activity	The purpose of this activity is to provide teachers with hands-on experience in managing the relational dynamics of the classroom through the use of Information and Communication Technology (ICT). By simulating various classroom scenarios, teachers can practice utilizing ICT tools and strategies to maintain a positive and productive learning environment.
Description of the activity	Step 1: Introduction to Digital Classroom Management (15 minutes) • Begin by introducing the concept of digital classroom management and its importance in fostering a conductive learning environment. Discuss how ICT can be leveraged to address behavioural issues, promote student engagement, and facilitate communication. Step 2: Scenario Development (20 minutes) • Divide participants into small groups and assign each group a specific classroom scenario or challenge related to relational dynamics, such as disruptive behaviour, lack of student engagement, or communication barriers. Encourage groups to develop realistic scenarios that reflect common issues encountered in the classroom and/or connected with the classroom dynamics, like communication with the families.

	Step 3: Role-Playing Simulation (30 minutes) ● Reassemble the groups and assign each group a different scenario to role-play. Participants should take on the roles of both teachers and students within their groups. Encourage participants to utilize ICT tools and strategies to address the challenges presented in their scenarios. ● Facilitate the role-playing simulation, providing guidance and support as needed. Encourage participants to experiment with different approaches and solutions. Step 4: Reflection and Debrief (20 minutes) ● After the role-playing simulation, reconvene as a whole group for reflection and debriefing. Allow each group to share their experiences, discuss the effectiveness of the ICT tools and strategies they employed, and reflect on what they learned from the simulation. ● Facilitate a discussion on best practices for digital classroom management, drawing insights from the simulation and participants' reflections.
Materials needed	● Scenario prompts or cards
Important comments	

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

Scenario cards for scenario development and/or role-playing simulation

Scenario 1: Disruptive Behavior in the Classroom

Student Role: Anna is a high school student who often struggles to stay focused in class. She frequently uses her smartphone during lessons, texting friends and scrolling through social media instead of paying attention to the teacher. Anna's behavior disrupts the learning environment and distracts her classmates.

Teacher Role: Mr. Patel notices Anna's disruptive behavior and decides to address it using ICT tools. He creates a digital classroom management system where students can earn points for active participation and following classroom rules. Mr. Patel introduces a mobile app that allows students to track their progress and receive instant feedback on their behavior. He also incorporates interactive digital activities into his lessons to keep students engaged and minimize distractions.

Scenario 2: Lack of Student Engagement

Student Role: James is a middle school student who often feels disengaged during math class. He finds the traditional lectures and textbook-based assignments boring and struggles to stay motivated to learn. As a result, James frequently tunes out during lessons and doesn't participate in class discussions.

Teacher Role: Ms. Fleming recognizes James's lack of engagement and decides to leverage ICT tools to enhance student involvement in math class. She introduces interactive math software that allows students to explore mathematical concepts through gamified activities and simulations. Ms. Fleming also incorporates collaborative online platforms where students can work together on problem-solving tasks and share their ideas with classmates in a digital format. By integrating technology into her lessons, Ms. Fleming creates a more dynamic and interactive learning environment that captures James's interest and encourages active participation.

Scenario 3: Communication Barriers in Group Projects

Student Role: Sarah is a high school student who struggles to communicate effectively with her classmates during group projects. She finds it challenging to express her ideas and collaborate with others, leading to misunderstandings and conflicts within her project team.

Teacher Role: Mr. Lee recognizes the communication barriers affecting Sarah's group and decides to support her using ICT tools. He introduces an online collaboration platform where students can communicate and collaborate in real-time, regardless of their physical location. Mr. Lee provides guidance on how to use the platform effectively, including tips for effective communication, task management, and resolving conflicts. By leveraging technology to facilitate communication and collaboration, Mr. Lee helps Sarah and her classmates overcome communication barriers and work together more effectively as a team.

Scenario 4: Using ICT to Manage Disruptive Behavior

Student Role: Jessica, a high school student who struggles with staying focused during class and often engages in disruptive behavior, such as talking to classmates or using her phone.
Teacher Role: Mr. Delve, an innovative history teacher who incorporates technology into his lessons to enhance student engagement.

Scenario: During a history lesson on World War II, Jessica finds herself getting bored and distracted. Instead of paying attention to Mr. Patel's lecture, she starts chatting with her friend sitting next to her. Mr. Patel notices the disruption and decides to leverage ICT to manage the situation.
Mr. Delve quickly launches a polling app on the classroom's tablets and projects a multiple-choice question related to the topic they're discussing. He announces to the class that they will have 5 minutes to answer the question, and the results will be displayed anonymously on the screen.
Jessica, intrigued by the interactive activity, puts her phone away and focuses on answering the question. As the class progresses, Mr. Delve continues to use ICT tools, such as educational videos, interactive quizzes, and online simulations, to keep students engaged and actively participating.
By the end of the lesson, Jessica feels more engaged and motivated to participate in class activities. She realizes that ICT can be a valuable tool for learning and decides to pay more attention during future lessons.

Scenario 5: Addressing Lack of Student Engagement through Digital Collaboration

Student Role: Alex, a middle school student who often feels disengaged during class and struggles to connect with the material.
Teacher Role: Ms. Thompson, a creative science teacher who wants to foster collaboration and critical thinking skills among her students.

Scenario: Ms. Thompson assigns a group project on renewable energy sources, where students must research, design, and present a sustainable energy solution using ICT tools.
Alex, initially hesitant about the project, finds himself working alongside his classmates to brainstorm ideas and develop their presentation. They use collaborative platforms like Google Docs and Padlet to share resources, organize their thoughts, and provide feedback to each other in real-time.
As they delve deeper into their research, Alex becomes increasingly engaged in the project. He discovers a passion for renewable energy and takes on a leadership role within his group, coordinating their efforts and ensuring everyone stays on track.
On presentation day, Alex and his group deliver a polished presentation that impresses both his classmates and Ms. Thompson. Through the use of ICT and collaborative learning experiences, Alex not only overcomes his initial lack of engagement but also develops valuable teamwork and communication skills.

M3B3_Inclusive Digital Learning Environment a Workshop Through the UDL Prism

	Description
Activity title	Inclusive Digital Learning Environment a Workshop Through the UDL Prism
Related learning objective	**LO 7.1.3.** The teacher can differentiate their approach to relational dynamics regarding students with specialised needs (eg. SEND students, low SES background) in the classroom through the use of ICT.
Responsible person(s)	UdG
Level	[x] Beginner (Step 1-2) [x] Intermediate (Step 3-4) [x] Expert (Step 5-6)
Type	[x] Synchronous [ ] Asynchronous
Duration	140 minutes
Purpose of the activity	The purpose of this workshop is to equip teachers with the knowledge and skills to differentiate their approach to relational dynamics for students with specialized needs, such as those with Special Educational Needs and Disabilities (SEND) or from low socio-economic status (SES) backgrounds, using Information and Communication Technology (ICT). By incorporating ICT tools and strategies, teachers can create a more inclusive learning environment that meets the diverse needs of all students.
Description of the activity	Step 1: Introduction to Inclusive Education and ICT (15 minutes) • Begin by providing an overview of inclusive education principles and the importance of addressing the diverse needs of students in the classroom. Introduce the role of ICT in supporting inclusive practices and facilitating differentiated instruction. • At the same time, provide the Universal Design for Learning paradigm, to provide a wider understanding on how to include everyone on a same activity across multiples modes of representation, engagement, and action & expression. https://www.cast.org/impact/universal-design-for-learning-udl Step 2: Understanding Specialized Needs (20 minutes)

	• **Present participants with information and case studies highlighting the specific needs and challenges faced by students with specialized needs, including those with SEND and from low SES backgrounds. Discuss common barriers to learning and participation and the role of technology in addressing these challenges.** Step 3: ICT Tools and Strategies Showcase (30 minutes) • Demonstrate a variety of ICT tools and strategies that can support students with specialized needs in the classroom. Examples include assistive technology tools for students with disabilities, digital resources for English language learners, and educational apps for students from low SES backgrounds. • Provide hands-on opportunities for participants to explore these tools and practice using them to address different learning needs. Step 4: Case Studies Analysis and Differentiation Planning (25 minutes) • Present participants with case studies or scenarios depicting classroom situations involving students the UDL paradigm and some special attention regarding specialized needs. Ask participants to analyze each case study and brainstorm how they could differentiate their approach using ICT to support the specific needs of the students involved. • Encourage participants to consider factors such as accessibility, individual learning styles, and personalized learning goals when planning their differentiated approach. Step 5: Group Discussion and Action Planning (30 minutes) • Divide participants into small groups and facilitate a discussion on the case studies analyzed. Encourage groups to share their ideas, insights, and strategies for using ICT to support students with specialized needs effectively. • Provide participants with tools to develop personalized action plans for implementing ICT-supported differentiated approaches in their own classrooms. https://www.theudlproject.com/udl-tools---all-grades.html Step 6: Reflection and Feedback (20 minutes)

	• Conclude the workshop with a reflective discussion where participants share their action plans and receive feedback from their peers. Encourage participants to reflect on the potential impact of their plans and identify any additional support or resources needed to implement them successfully.
Materials needed	• Emphasize the importance of ongoing professional development and collaboration in supporting teachers to effectively address the diverse needs of students in their classrooms. • Provide follow-up support and resources, such as online communities, peer mentoring opportunities, and access to specialized training, to help participants implement and evaluate the effectiveness of their differentiated approaches using ICT. • Foster a culture of inclusivity and empathy, where participants feel empowered to advocate for the needs of all students and continuously strive to create more inclusive learning environments. • **UDL overview** https://udlguidelines.cast.org/
Important comments	

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

ICT Tools and strategies showcase

During the demonstration, a variety of ICT tools and strategies are showcased to support students with specialized needs in the classroom. These examples include assistive technology tools for students with disabilities, digital resources for English language learners, and educational apps for students from low socioeconomic backgrounds. Let's explore some specific examples:

1. Assistive Technology for Students with Disabilities:
    - **Text-to-Speech (TTS) Software:** Demonstrate how TTS software can support students with reading difficulties or visual impairments by converting written text into spoken language. Examples include NaturalReader and Read&Write.
    - **Speech-to-Text (STT) Software:** Show how STT software can assist students who struggle with writing or have physical disabilities by allowing them to dictate their thoughts and ideas verbally. Examples include Dragon NaturallySpeaking and Google Voice Typing.

- **Screen Readers:** Highlight how screen readers can help students with visual impairments navigate digital content by converting text into synthesized speech or Braille output. Examples include NVDA (NonVisual Desktop Access) and JAWS (Job Access With Speech).
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2. Digital Resources for English Language Learners (ELLs):
    - **Language Learning Apps:** Demonstrate language learning apps that provide interactive lessons, vocabulary practice, and language immersion experiences for ELLs. Examples include Duolingo, Rosetta Stone, and FluentU.
    - **Online Dictionaries and Translation Tools:** Show how online dictionaries and translation tools can support ELLs in understanding and translating unfamiliar words and phrases. Examples include Google Translate and WordReference.
    - **Multimedia Resources:** Highlight multimedia resources such as educational videos, podcasts, and interactive websites that provide content in multiple languages and support visual and auditory learning styles.

0. Educational Apps for Students from Low Socioeconomic Backgrounds:

- **Learning Management Systems (LMS):** Demonstrate how learning management systems (LMS) can provide access to educational resources, assignments, and communication tools for students from low SES backgrounds. Examples include Google Classroom, Canvas, and Moodle.
- **Open Educational Resources (OER):** Showcase OER platforms that offer free or low-cost digital textbooks, lesson plans, and instructional materials to supplement classroom learning. Examples include Khan Academy, OpenStax, and CK-12.
- **Financial Literacy Apps:** Introduce financial literacy apps that teach budgeting, saving, and money management skills to students from low SES backgrounds. Examples include Mint, YNAB (You Need a Budget), and Goodbudget.

Introduction to Inclusive Education and ICT

Inclusive education principles center around the idea that all students, regardless of their abilities, backgrounds, or differences, have the right to access and participate in quality education. It is about creating environments where every student feels valued, respected, and supported to reach their full potential. Here's an overview of inclusive education principles and the importance of addressing diverse needs in the classroom, as well as the role of ICT in supporting inclusive practices and facilitating differentiated instruction:

1. Equal Opportunities: Inclusive education ensures that all students have equal opportunities to learn and succeed. It promotes diversity and celebrates differences, recognizing that every student brings unique strengths and experiences to the classroom.

2. Access to Quality Education: Inclusive education aims to remove barriers to learning and provide access to quality education for all students, including those with disabilities, learning difficulties, or special needs. It emphasizes the importance of providing appropriate support and accommodations to meet the diverse needs of learners.

3. Promotion of Social Integration: Inclusive education fosters a sense of belonging and community among students, promoting social integration and collaboration. It encourages positive relationships and mutual respect among peers, regardless of differences in abilities, backgrounds, or identities.

4. Individualized Support: Inclusive education recognizes that every student learns differently and may require individualized support to succeed. It emphasizes the importance of differentiated instruction, where teaching strategies, materials, and assessments are tailored to meet the unique needs and learning styles of each student.

5. Teacher Collaboration and Professional Development: Inclusive education requires collaboration among teachers, support staff, families, and community members to effectively meet the diverse needs of students. It emphasizes the importance of ongoing professional development and training for educators to enhance their knowledge and skills in inclusive teaching practices.

6. Respect for Diversity: Inclusive education values and respects diversity in all its forms, including cultural, linguistic, ethnic, and socioeconomic diversity. It promotes inclusive curricula that reflect the experiences and perspectives of all students and encourages critical thinking and empathy.

7. Continuous Improvement: Inclusive education is a continuous process of improvement and reflection, where educators strive to create more inclusive and equitable learning environments. It involves regular assessment and evaluation of practices to identify areas for improvement and implement targeted interventions.

The role of ICT in supporting inclusive practices and facilitating differentiated instruction is significant. ICT tools can provide personalized learning experiences, access to assistive technologies, and opportunities for collaboration and communication among students with diverse needs. Here are some ways ICT can support inclusive education:

1. Accessibility Features: ICT tools can incorporate accessibility features such as screen readers, voice recognition software, and captioning to support students with disabilities or learning difficulties in accessing digital content and participating in online activities.

2. Differentiated Instruction: ICT tools can facilitate differentiated instruction by providing adaptive learning platforms, interactive multimedia resources, and customizable learning pathways to meet the diverse needs and preferences of students.

3. Collaborative Learning Environments: ICT tools enable collaborative learning environments where students can engage in group projects, peer feedback, and online discussions, regardless of physical location or ability level. This promotes social interaction and teamwork among students with diverse backgrounds and abilities.

4. Data-Driven Decision Making: ICT tools can provide educators with real-time data and analytics on student progress, engagement, and performance. This allows teachers to identify students who may need additional support or enrichment and tailor instruction accordingly.

5. Professional Development: ICT tools can support educators in their professional development by providing access to online courses, webinars, and resources on inclusive teaching practices and assistive technologies. This helps teachers enhance their knowledge and skills in supporting diverse learners effectively.

Overall, ICT plays a crucial role in promoting inclusive education principles and supporting the diverse needs of students in the classroom. By leveraging ICT tools effectively, educators can create more inclusive and equitable learning environments where every student has the opportunity to thrive and succeed.

Understanding specialized needs

1. Case Study: Student with SEND
    - Participants are introduced to Sarah, a student with dyslexia, who struggles with reading and writing tasks in the classroom. Despite her intelligence and effort, Sarah often feels frustrated and discouraged by her difficulties with traditional learning methods.
    - The facilitator discusses common challenges faced by students like Sarah, including difficulties with reading fluency, comprehension, and spelling. They explore how these challenges can impact Sarah's academic performance and emotional well-being.
    - Participants reflect on the importance of providing targeted support and accommodations to help students with SEND succeed in the classroom. They discuss the role of technology in providing alternative methods of learning, such as text-to-speech software, speech recognition tools, and digital graphic organizers, which can support Sarah in accessing curriculum content and expressing her ideas more effectively.
2. Case Study: Student from Low SES Background
    - Participants are introduced to Javier, a student from a low-income family, who faces numerous challenges outside of school, including limited access to resources, unstable housing, and family stressors.
    - The facilitator discusses how these external factors can impact Javier's ability to focus, engage, and succeed academically. Participants reflect on the systemic barriers faced by students from low SES backgrounds, including lack of access to educational materials, technology, and extracurricular opportunities.

- Participants explore the role of technology in bridging the digital divide and providing equal access to educational resources for students like Javier. They discuss initiatives such as one-to-one device programs, internet connectivity support, and online educational platforms, which can help level the playing field and empower students from low SES backgrounds to thrive academically.

2. Discussion: Addressing Barriers to Learning and Participation
    - Participants engage in a discussion on common barriers to learning and participation faced by students with specialized needs and from low SES backgrounds. They identify factors such as stigma, discrimination, lack of resources, and limited access to support services.
    - Participants explore how technology can be used as a tool to address these barriers and promote inclusive practices in the classroom. They discuss strategies for providing differentiated instruction, personalized learning experiences, and targeted interventions using technology-based solutions.
2. Role of Technology in Addressing Challenges
    - Participants reflect on the role of technology in promoting inclusion and equity in education. They discuss how technology can provide students with specialized needs and from low SES backgrounds with access to personalized learning opportunities, assistive technologies, and support services.
    - Participants brainstorm innovative ways to leverage technology to overcome common barriers to learning and participation, such as providing virtual tutoring, adaptive learning platforms, and digital mentorship programs.

Case Analysis and differentiation planning

Case Study 1: Students with SEND Scenario: Meet Sarah, a 10-year-old student with dyslexia. Despite her intelligence and enthusiasm for learning, Sarah struggles with reading and writing tasks in the classroom. She often feels frustrated and embarrassed when she cannot keep up with her peers, which affects her confidence and self-esteem.

Challenges:

- Difficulty accessing traditional print materials due to dyslexia
- Struggles with processing and decoding written information
- Low confidence and motivation in academic tasks

Role of Technology:

- Text-to-speech software: Sarah can use text-to-speech software to listen to digital text, allowing her to access information more easily and independently.
- Speech-to-text software: Sarah can use speech-to-text software to dictate her ideas and responses, bypassing the need for written expression.
- Multimedia resources: Sarah can benefit from multimedia resources such as videos, audio recordings, and interactive simulations, which provide alternative ways of presenting information.
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Case Study 2: Students from Low SES Backgrounds Scenario: Meet Juan, a 14-year-old student from a low-income family. Juan's family struggles to afford basic necessities, and he often experiences stress and instability at home. Despite his potential, Juan's academic performance suffers due to limited access to resources and support outside of school.

Challenges:

- Limited access to technology and internet at home
- Lack of educational resources and support outside of school
- Financial barriers to extracurricular activities and enrichment opportunities

Role of Technology:

- Internet access initiatives: Schools can provide access to technology and internet connectivity for students from low SES backgrounds through initiatives such as loaner laptops, Wi-Fi hotspots, and subsidized internet plans.
- Online learning platforms: Juan can benefit from online learning platforms that offer free or low-cost educational resources, tutorials, and practice exercises in various subjects.
- Virtual mentoring programs: Juan can participate in virtual mentoring programs that connect him with volunteer mentors who provide academic support, career guidance, and encouragement.

Appendix 5: Learning activities module 4

M4A1_ICT and Socio-relational dynamics

	Description
Activity title	ICT and Socio-relational dynamics
Related learning objective	LO7.2.1. The teacher can value and accommodate the changes affected by the presence of ICT in F2F, hybrid/blended, and fully online classrooms.
Responsible person(s)	UNIFI
Level If there is more than one level: Indicate which steps correspond to each level	[x] Beginner (Step 1-2) [x] Intermediate (Step 3 - level 1 to step 6) [x] Expert (Step 3 - level 2)
Type	[x] Synchronous [x] Asynchronous [ ]
Duration	120 minutes
Purpose of the activity (short)	The lesson intends to provide participants with an in-depth understanding of learning design in blended, full online and face-to-face (f2f) modes. In particular, the lesson will focus on the management of the interaction between teachers and students and between students themselves, addressing the challenges and opportunities of each environment. Additionally, we will discuss time management and pacing of learning activities to maximize the impact of teaching.

Description of the activity (SYNC) Include 2 sets of instructions in case of both synchronous and asynchronous activity.	Step 1. Introduction (10 minutes): - Presentation of the objective of the lesson and the topics that will be covered. - Explanation of the importance of design for blended, full online and face-to-face modes. Step 2. Theoretical presentation (20 minutes): - Discussion of the fundamental principles of learning design for each teaching modality. - Exploration of effective approaches and strategies to optimize interaction between teachers and students and between students themselves. - Insight into time management and the pace of learning activities. Step 3. Group activity (45 minutes): - Division of participants into smaller groups. Level 1: Intermediate level Group work to discuss solutions to the proposed challenges (1. distinguish the activities to be done online and offline; 2. associate the activities with a support tool and a peer interaction tool). Level 2: Expert level Group work to plan and design solutions to the proposed challenges (1. distinguish the activities to be done online and offline; 2. associate the activities with a support tool and a peer interaction tool). Step 4. Feedback and plenary discussion (30 minutes): - Each group briefly presents their conclusions and main lessons learned. - Plenary discussion to share best practices and resolve any doubts or questions. Step 5. Final feedback and conclusions (15 minutes): - Summary of the main points that emerged during the lesson. - Thanks and closing of the session.

Description of the activity (ASYNC)	Step 2. Recorded video and slides: Theoretical presentation (20 minutes): - Discussion of the fundamental principles of learning design for each teaching modality. - Exploration of effective approaches and strategies to optimize interaction between teachers and students and between students themselves. - Insight into time management and the pace of learning activities. Step 6. Follow-up (after the event) - Upload the participants' answers to a virtual board shared in the online course environment (e.g. Padlet).
Materials needed	● Slide ● Webconference platform (with separate rooms) ● Virtual board (Padlet)
Important comments	● This task opens the M4 (blended) in online synchronous mode. It should be recorded to also allow subsequent use of the theoretical section. The online blackboard should also remain open so that individual contributions can be added.

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

ICT and Socio-relational dynamics (instructions):
Use the provided Padlet to list the identified online and offline teaching/learning activities. Which ones work best online?
Match each activity with a support tool and a peer interaction tool, explaining the rationale behind your choices.
Submit the completed Padlet at the end of the session for review and feedback.

M4A2_Computer-mediated communication and implications for design

	Description
Activity title	Computer-mediated communication and implications for design
Related learning objective	LO7.2.2 The teacher is aware of the strengths and limits of computer-mediated communication.
Responsible person(s)	UNIFI
Level If there is more than one level: Indicate which steps correspond to each level	[x] Beginner (Step 1) [x] Intermediate (Step 2) [ ] Expert (Step …)
Type	[ ] Synchronous [x] Asynchronous
Duration	1 hour
Purpose of the activity (short)	The resources provided aim to develop a critical awareness of computer-mediated communication characteristics when designing learning activities and to use this awareness to improve teaching and student support practices and cooperative and collaboration works.
Description of the activity Include 2 sets of instructions in case of both synchronous and asynchronous activity.	Step 1: Individually study the proposed materials Step 2: Ask the teachers to write a reflection discussing the strengths and weaknesses of each form of communication in the context of teaching and learning. Encourage them to provide specific examples from their own experiences as teachers, describing situations where computer-mediated communication was effective and where it fell short. Step 3. Let teachers see each other's feedback. Then let them reflect on any points for improvement and the appropriate means of communication per situation.

Materials needed	• external links
Important comments	

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

Articles:

Pedagogical Best Practices: Residential, Blended, and Online (10 min)
https://teachremotely.harvard.edu/best-practices

Anticipating Diversity: Online Course Structure and Organization (10 min)
https://ecampusontario.pressbooks.pub/aguideforbusyeducators/chapter/anticipating-diversity-online-course-structure-and-organization/

"7 Online Collaborative Learning Strategies to Keep Students Engaged While At Home" (10 min)
https://www.eduflow.com/blog/online-collaborative-learning-strategies-to-keep-students-engaged-while-at-home

"Collaborative Activities for Online Learning" (10 min)
https://taylorinstitute.ucalgary.ca/resources/collaborative-activities-for-online-learning

Article with podcast:

"Improving Student Collaboration in Remote and Hybrid Learning" (25 min)
https://spencerauthor.com/remote-collaboration/

M4A3_Online communication strategies

	Description
Activity title	Online communication strategies
Related learning objective	LO7.2.3. The teacher adapts the communication style to the students' educational and relational needs
Responsible person(s)	UNIFI
Level If there is more than one level: Indicate which steps correspond to each level	[ ] Beginner (Step …) [x] Intermediate (Step 1) [x] Expert (Step 2)
Type	[ ] Synchronous [x] Asynchronous
Duration	2 hours
Purpose of the activity (short)	The activity aims to guide teachers through the process of redesigning a lesson using the principles of computer-mediated communication. Teachers will analyse an existing lesson, reflect on the principles of computer-mediated communication and complete a structured lesson redesign model. The e-tivity consists of redesigning one's own lesson, taking into account the guiding questions to analyse and rethink the experience with teaching with ICT.
Description of the activity Include 2 sets of instructions in case of both synchronous and asynchronous activity.	Step 1: Select an existing lesson to analyse from those used with your students Step 2: Redesigning one's own lesson taking into account the guiding questions to analyse and rethink the experience with teaching with ICT
Materials needed	• Template for the activity • Rubric

Important comments	

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

Template

Each section of the template contains questions for redesigning the lesson:

Objectives

- What are the main objectives of the lesson?
- How can we adapt the objectives for an online environment, considering the principles of computer-mediated communication?

Activities

- What activities are currently planned in the lesson?
- How can we modify or integrate activities to promote interactivity and collaboration online?
- What technological tools can be used to enhance students' learning experience?

Materials

- What materials are needed to support student learning?
- How can we provide access to materials online efficiently and organized?
- What digital resources can enrich students' learning experience?

Interaction

- How can we promote student interaction and participation in an online environment?
- What strategies can we adopt to facilitate communication and collaboration among students and with the teacher?
- How can we effectively manage time and student participation during the online lesson?

Feedback and support

- What feedback and support methods are currently planned to meet the student's educational and relational needs?
- How can we adapt those methods to an online environment?

Rubric

Criterion: Relevance of objectives
Evaluation Level:

1. Poor: Main objectives of the lesson are unclear or not effectively adapted for an online environment, with minimal consideration of communication principles.
2. Fair: Main objectives of the lesson are provided, but adaptation for an online environment may lack depth or consideration of communication principles.
3. Excellent: Clearly defined main objectives of the lesson are provided, with thoughtful consideration given to adapting them for an online environment using principles of computer-mediated communication.

Criterion: Interaction

1. Poor: Student interaction and participation are limited, with unclear or ineffective strategies to facilitate communication and collaboration. Time and student participation are poorly managed.
2. Fair: Student interaction and participation are promoted adequately, but strategies to facilitate communication and collaboration may lack clarity or effectiveness. Time and student participation are managed moderately.
3. Excellent: Student interaction and participation are promoted effectively in an online environment, with clear strategies adopted to facilitate communication and collaboration among students and with the teacher. Time and student participation are managed effectively.

Criterion: Feedback and Support

1. Poor: Methods for providing feedback and support are unclear or not effectively adapted for an online environment.
2. Fair: Methods for providing feedback and support are planned, but adaptation for an online environment may lack depth or effectiveness.
3. Excellent: Effective methods for providing feedback and support are planned, with thoughtful adaptation to meet students' educational and relational needs in an online environment.

M4A4_Promoting Positive Attitudes Through Communication

	Description
Activity title	Promoting Positive Attitudes Through Communication
Related learning objective	**LO7.2.4.** The teacher adapts the communication style for promoting the positive attitudes from students towards the learning experience.
Responsible person(s)	UdG
Level	[x] Beginner (Step 1-2) [x] Intermediate (Step 3-4) [x] Expert (Step 5)
Type	[x] Synchronous [x] Asynchronous
Duration	105 minutes
Purpose of the activity (short)	The purpose of this activity is to equip teachers with strategies for adapting their communication style to foster positive attitudes among students towards the learning experience. By exploring effective communication techniques, teachers can create a supportive and engaging classroom environment that motivates students to actively participate and succeed
Description of the activity	Step 1: Introduction (10 minutes). Begin by discussing the importance of promoting positive attitudes in the classroom and its impact on student motivation and learning outcomes. Step 2: Positive Communication Workshop (20 minutes). Present participants with a list of positive communication techniques, such as active listening, providing constructive feedback, using encouragement and praise, and demonstrating enthusiasm for the subject matter. Discuss each communication technique, sharing examples of how they can be applied in the classroom to promote positive attitudes among students. Step 3: Scenario Analysis (25 minutes).

	Provide each group with a set of scenarios representing common classroom situations where positive communication can influence students' attitudes (e.g., addressing a student who is struggling, celebrating students' achievements, encouraging participation). Step 4: Role-Playing (20 minutes). Ask each group to select one scenario and role-play a positive communication interaction based on their brainstormed strategies. → Miro/padlet Step 5: Action Planning (30 minutes). Provide participants with a template or worksheet to develop action plans for implementing positive communication strategies in their own teaching practice.
Materials needed	List of positive communication techniques • Scenarios representing common classroom situations • Role-playing materials (e.g., props, scripts) • Template or worksheet for action planning
Important comments	•

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

Scenarios for Step 3

Scenario 1: Addressing a Student Who Is Struggling

You notice one of your students, Sarah, has been consistently struggling with understanding the material in your class. She seems frustrated and disengaged. How would you approach Sarah to offer support and encouragement while maintaining her confidence and motivation?

Scenario 2: Celebrating Students' Achievements

Several students in your class have recently achieved notable successes, such as winning a competition or improving their grades significantly. How would you acknowledge and celebrate these achievements in a way that encourages the entire class and fosters a positive learning environment?

Scenario 3: Encouraging Participation
During class discussions or group activities, you notice that some students are hesitant to participate, while others dominate the conversation. How would you encourage equal participation among all students and create a supportive atmosphere where everyone feels comfortable sharing their thoughts and ideas?

Scenario 4: Resolving Conflict Two students.

Sarah and John have been having frequent disagreements during group activities, which are affecting the overall dynamics of the class. How would you mediate the conflict between Sarah and John in a way that promotes understanding and mutual respect?

Scenario 5: Providing Constructive Feedback

After grading a set of assignments, you notice that many students have made similar errors in their work. How would you provide constructive feedback to the class, addressing common mistakes while still encouraging improvement and growth?

M4B1_Adapting to the Digital Classroom

	Description
Activity title	Adapting to the Digital Classroom
Related learning objective	**LO7.2.1.** The teacher can value and accommodate the changes affected by the presence of ICT in F2F, hybrid/blended, and fully online classrooms.
Responsible person(s)	UdG/UCLL
Level	[x] Beginner (Step 1-2-3) [x] Intermediate (Step 4-5) [ ] Expert (Step …)
Type	[x] Synchronous [ ] Asynchronous
Duration	75 minutes
Purpose of the activity (short)	The purpose of this activity is to familiarize teachers with the changes brought about by the integration of Information and Communication Technology (ICT) in different classroom settings, including face-to-face, hybrid/blended, and fully online environments. It aims to help teachers recognize the value of ICT and develop strategies to accommodate these changes effectively.
Description of the activity	Step 1: Introduction (15 minutes) Start the session by introducing the importance of ICT integration in modern classrooms. Discuss the different classroom settings (F2F, hybrid/blended, fully online) and the changes brought about by ICT in each. Step 2: Brainstorming (10 minutes) Brainstorm and list down the changes they have observed in their respective classroom settings due to ICT. Consider both positive and challenging aspects. Step 3: Sharing and Discussion (15 minutes) Facilitate a discussion around the shared changes, highlighting common themes and differences between different classroom settings.

	Encourage participants to reflect on how these changes impact teaching and learning. Step 4: Case Studies (20 minutes) Provide participants with case studies or scenarios representing different classroom settings with specific ICT integration challenges. In their groups, participants analyze the case studies and identify strategies to address the challenges presented. Emphasize the importance of flexibility and adaptability in utilizing ICT effectively. Step 5: Group Presentations (15 minutes)
Materials needed	• Whiteboards or flipchart papers • Markers • Case studies or scenarios
Important comments	•

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

Case study scenarios

Scenario 1: Interactive Whiteboard Malfunction

In a primary school classroom, the teacher relies on an interactive whiteboard to deliver engaging lessons. During a math lesson, the interactive whiteboard suddenly stops responding to touch inputs, disrupting the planned activities.

Questions:

1. What immediate impact does the malfunctioning interactive whiteboard have on the lesson?

2. How can the teacher maintain student engagement and deliver the lesson effectively without the interactive whiteboard?
3. What alternative teaching methods or materials could the teacher utilize to supplement the lesson activities?

Model Answers:

1. The malfunctioning interactive whiteboard interrupts the flow of the lesson and may cause frustration among students, as they rely on visual aids for engagement and understanding.
2. To maintain student engagement and deliver the lesson effectively without the interactive whiteboard, the teacher can utilize alternative teaching methods such as using physical manipulatives, drawing on a traditional whiteboard, or conducting interactive activities that do not require technology.
3. Alternative teaching materials could include printed worksheets, hands-on activities with math manipulatives, or group discussions to reinforce math concepts without relying on the interactive whiteboard.

Scenario 2: Internet Connectivity Issues for Online Learning

In a primary school setting where online learning is integrated, some students experience frequent internet connectivity issues at home. As a result, they struggle to participate in live video lessons and access online resources.

Questions:

1. How do internet connectivity issues affect the ability of students to engage in online learning activities?
2. What strategies can the teacher implement to support students with limited internet access and ensure equitable participation in online lessons?
3. What alternative offline activities or resources can be provided to supplement online learning for students experiencing connectivity issues?

Model Answers:

1. Internet connectivity issues hinder students' ability to participate fully in online learning activities, leading to missed lessons, incomplete assignments, and frustration.
2. To support students with limited internet access, the teacher can provide recorded versions of live lessons for offline viewing, offer downloadable resources that can be accessed without an internet connection, or allow students to submit assignments through alternative means such as email or in-person delivery.
3. Alternative offline activities may include workbook assignments, reading physical books, or completing hands-on projects that align with the curriculum and allow students to continue learning even without internet access.

Scenario 3: Digital Safety Concerns

In a primary school environment where students have access to digital devices, a teacher becomes aware of students sharing personal information or encountering inappropriate content online during independent computer time.

Questions:

1. What are the potential risks and consequences of students sharing personal information or encountering inappropriate content online?
2. How can the teacher address digital safety concerns and educate students about responsible online behavior?
3. What protocols or guidelines can be established to promote digital safety and create a safe online learning environment for primary school students?

Model Answers:

1. Sharing personal information online or encountering inappropriate content can expose students to risks such as identity theft, cyberbullying, or exposure to harmful material.
2. The teacher can address digital safety concerns by implementing lessons or discussions on internet safety, teaching students how to protect their personal information online, and encouraging open communication about any online experiences that make them uncomfortable.
3. Protocols and guidelines for promoting digital safety may include establishing clear rules for online behavior, monitoring students' internet usage during computer time, and providing resources for reporting inappropriate content or online harassment.

Scenario 4: Face-to-Face Classroom with ICT Integration

In a traditional classroom setting, the teacher uses a smartboard to present lesson material. During a lesson, the smartboard suddenly starts to malfunction and shuts down, disrupting the class. Some students are distracted by technical issues, while others are frustrated because they cannot follow the content effectively without the visual aid.

Questions:

1. What are the immediate consequences of the technical issue for the lesson?
2. How does the incident affect students' engagement?
3. What strategies can the teacher employ to continue the lesson without relying on the smartboard?
4. How can the teacher check the ICT equipment prior to the lesson and prepare for potential malfunctions?

Model Answers:

1. The technical issue interrupts the flow of the lesson and causes distraction among the students, resulting in decreased concentration and engagement.
2. Some students may become frustrated because they cannot follow the content effectively without the visual aid, while others may be distracted by the unexpected problem.
3. The teacher can switch to alternative teaching methods such as using the blackboard, sharing printed materials, or conducting an interactive group activity that does not depend on technology.

4. To minimize future disruptions, the teacher can check the functionality of the smartboard before the lesson, have backup equipment available, and devise a contingency plan in case of technical issues.

Scenario 5: Hybrid Classroom with Online Discussion Forum

In a hybrid classroom, the teacher utilizes an online discussion forum to continue discussions outside of class hours. However, some students are hesitant to participate in the online discussion, compromising the engagement and learning of the entire class group.

Questions:

1. What factors may contribute to students' reluctance to participate in the online discussion forum?
2. How can the teacher increase student engagement and ensure that all students actively participate in the online discussion?
3. What alternative platforms or methods can be considered to stimulate online engagement for students?

Model Answers:

1. Factors such as technical issues, lack of familiarity with the platform, lack of motivation, or social anxiety may contribute to students' reluctance to participate in the online discussion forum.
2. The teacher can increase student engagement by communicating clear expectations, providing encouraging feedback, selecting interesting discussion topics, and fostering peer-to-peer interaction. Additionally, the teacher can provide technical support and offer alternative ways to participate in the discussion, such as via email or in person during class hours.
3. Alternative platforms such as social media groups, chatrooms, or video conferences can be considered as supplementary resources to stimulate online engagement for students. Additionally, more structured and guided discussion activities can be developed to help students organize their thoughts and actively participate in the online forum.

Scenario 6: Fully Online Classroom with Virtual Labs

In a fully online classroom, the teacher uses virtual laboratory simulations to demonstrate scientific concepts. However, some students complain that the virtual labs load slowly or do not function properly on their devices, making it difficult for them to fully engage in the experiments.

Questions:

1. What are the consequences of technical issues with the virtual laboratory simulations for students' learning processes?
2. How can the teacher improve the accessibility and reliability of the virtual labs for all students?
3. Are there alternative methods to demonstrate scientific concepts that are less reliant on technology?

Model Answers:

1. Technical issues with the virtual laboratory simulations can slow down students' learning

1. processes, reduce their engagement, and cause frustration, thereby diminishing the effectiveness of the lesson.
2. The teacher can improve the accessibility and reliability of the virtual labs by providing technical support, exploring alternative platforms that are better compatible with various devices, and conducting preliminary tests to ensure smooth operation on different systems.
3. Alternative methods to demonstrate scientific concepts may include sharing videos of real laboratory experiments, using interactive multimedia presentations, or assigning reading materials and tasks that enable students to understand theoretical concepts without directly conducting experiments.

Scenario 7: Hybrid Classroom with Flipped Classroom Model

In a hybrid classroom, the teacher implements the flipped classroom model, where students watch online videos to learn new concepts before class, followed by in-class activities and discussions. However, some students struggle to access the required videos due to a lack of reliable internet connections at home.

Questions

1. How does the lack of access to reliable internet connections at home affect students' ability to prepare the required videos before class?
2. What alternative methods can the teacher use to facilitate access to learning materials for students with limited internet access?
3. How can the teacher maintain the effectiveness of the flipped classroom model while considering the diverse needs of the students?

Model Answers:

1. The lack of access to reliable internet connections at home can hinder students' ability to prepare the required videos before class, leading to reduced engagement in the in-class activities and potential hindrance to learning.
2. Alternative methods to facilitate access to learning materials may include providing printed summaries of the videos, organizing optional in-person study groups for students without internet access, or offering alternative learning materials that can be used offline.
3. The teacher can maintain the effectiveness of the flipped classroom model by being flexible and offering various learning strategies that cater to the diverse needs of the students, such as group discussions, hands-on activities, and individual projects.

Scenario 8: Fully Online Classroom with Synchronous Videoconferencing

In a fully online classroom, the teacher utilizes synchronous videoconferencing tools for live lessons and discussions. However, some students complain about technical issues such as delays in the video connection, making it difficult for them to participate in the interactive sessions.

Questions:

1. How do technical issues with synchronous videoconferencing affect students' participation in live lessons and discussions?
2. What steps can the teacher take to minimize technical issues with the video connection and facilitate participation from all students?
3. Are there alternative methods to facilitate interactive lessons and discussions that are less reliant on synchronous videoconferencing?

Model Answers:

1. Technical issues with synchronous videoconferencing can reduce students' participation in live lessons and discussions, diminish their engagement, and negatively impact their learning experience.
2. The teacher can minimize technical issues by conducting preliminary tests, providing instructions for optimizing internet connections, exploring alternative videoconferencing platforms, and offering technical support during live sessions.
3. Alternative methods to facilitate interactive lessons and discussions may include using interactive whiteboards, chatrooms, discussion forums, or assigning individual or group assignments that can be completed outside of synchronous sessions.

M4B2_Exploring Computer-Mediated Communication

	Description
Activity title	Exploring Computer-Mediated Communication
Related learning objective	**LO7.2.2.** The teacher is aware of the strengths and limits of computer-mediated communication.
Responsible person(s)	UdG
Level	[x] Beginner (Step 1-2) [x] Intermediate (Step 3) [ ] Expert ()
Type	[x] Synchronous [ ] Asynchronous
Duration	65 Minutes
Purpose of the activity (short)	The purpose of this activity is to help teachers gain awareness of the strengths and limitations of computer-mediated communication (CMC). By engaging in various CMC activities, teachers can reflect on the effectiveness of different communication tools and develop strategies to leverage strengths and address limitations in their teaching practice.
Description of the activity	Step 1: Introduction (10 minutes). Introduce the concept of computer-mediated communication (CMC) and its significance in modern teaching contexts. → Video Step 2: CMC Tool Exploration (25 minutes). Provide access to a selection of CMC tools such as email, instant messaging, video conferencing platforms, and discussion forums. Students should spend time experimenting with the chosen tools, engaging in simulated communication scenarios (e.g., discussing a teaching topic, collaborating on a lesson plan). Step 3: Reflection (25 minutes).

	Present participants with hypothetical teaching scenarios that involve CMC interactions, such as communicating with students or parents via email, conducting virtual office hours, or facilitating online discussions. Analyze each scenario and discuss how they would leverage the strengths of CMC tools and address potential limitations to achieve effective communication. → Digital questionnaire Step 4: Design (10 minutes) Drawing up concrete action steps and points for improvement
Materials needed	• Access to various computer-mediated communication tools (e.g., email, instant messaging, video conferencing platforms, discussion forums) • Hypothetical teaching scenarios
Important comments	•

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

Case studies to reflect

1. **Email Communication with Students:** You're a high school teacher, and a student emails you asking for clarification on a recent assignment. The student seems confused about the instructions and is seeking guidance on how to proceed. How would you craft your response to ensure clarity and provide helpful support while also encouraging independent problem-solving skills?
2. **Virtual Office Hours:** As a college professor, you hold virtual office hours using video conferencing software. A student joins your virtual office hour session with questions about a recent lecture. However, due to technical issues, the student's audio is not working properly, and they're unable to communicate verbally. How would you adapt your communication strategies to effectively address the student's concerns and ensure they receive the assistance they need?
3. **Facilitating Online Discussions:** You're an instructor for an online course, and you've assigned students to participate in an online discussion forum about a controversial topic related to the course

material. The discussion is becoming heated, with some students expressing strong opinions and engaging in personal attacks against others. How would you intervene to maintain a respectful and productive discussion environment while still allowing for diverse perspectives and freedom of expression?

4. **Parent-Teacher Communication via Email:** As an elementary school teacher, you regularly communicate with parents via email to provide updates on their child's academic progress and behavior in class. One parent emails you expressing concerns about their child's recent performance and requesting a meeting to discuss strategies for improvement. How would you respond to the parent's email in a timely manner and initiate a constructive dialogue that addresses their concerns while also maintaining confidentiality and professionalism?

M4B3_Adapting Communication Styles

	Description
Activity title	Adapting Communication Styles
Related learning objective	**LO7.2.3.** The teacher adapts the communication style to the students' educational and relational needs
Responsible person(s)	UdG
Level	[x] Beginner (Step 1-2) [x] Intermediate (Step 3) [x] Expert (Step 4-5)
Type	[x] Synchronous [x] Asynchronous
Duration	75 minutes
Purpose of the activity (short)	The purpose of this activity is to help teachers develop an understanding of how to adapt their communication style to meet the diverse educational and relational needs of their students. By practicing different communication approaches, teachers can become more responsive and effective communicators in the classroom.
Description of the activity	Step 1: Introduction (10 minutes) Introduce the importance of adapting communication styles in teaching. Step 2: Communication Style Inventory (10 minutes) Provide participants with a communication style inventory questionnaire or assessment tool. Ask participants to individually complete the inventory to identify their own communication style preferences. https://communityactionpartnership.com/wp-content/uploads/2021/09/communication-styles-handout-leadership.doc Step 3: Role-Playing Scenarios (15 minutes) Provide each group with a set of role-playing scenarios representing different student profiles (e.g., a shy student, an enthusiastic student, a student struggling with a concept).

	Step 4: Reflection and Discussion (20 minutes). Facilitate a discussion on the effectiveness of different communication styles in addressing the educational and relational needs of students. Encourage participants to consider how they can apply the insights gained to their own teaching practice. → Miro / padlet Step 5: Action Planning (20 minutes). Encourage participants to set concrete goals and identify strategies for implementing changes in their communication approach.
• Materials needed	• Communication style inventory questionnaire or assessment tool • Role-playing scenarios representing different student profiles
Important comments	•

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

Communication style questionnaire

https://communityactionpartnership.com/wp-content/uploads/2021/09/communication-styles-handout-leadership.doc

Role-playing scenarios

1. **Shy Student:** *Scenario:* Imagine you're a shy student who struggles to speak up in class. During a group discussion in a virtual classroom setting, the instructor asks for your opinion on a recent reading assignment. How do you overcome your shyness and effectively contribute to the discussion without feeling overwhelmed by the presence of others?

2. **Enthusiastic Student:** *Scenario:* You're an enthusiastic student who is passionate about the subject matter. In an online discussion forum, you come across a thread where other students seem disengaged or struggling to grasp a concept. How do you approach the discussion to share your enthusiasm and encourage your peers to participate actively?
3. **Student Struggling with a Concept:** *Scenario:* You're a student who is struggling to understand a complex concept covered in class. During a virtual office hour session with the instructor, you have the opportunity to ask for clarification and seek additional support. How do you articulate your questions and concerns effectively to ensure that you receive the help you need to overcome your difficulties?
4. **Overconfident Student:** *Scenario:* You're an overconfident student who believes you have a strong grasp of the course material. In a group project collaboration using an instant messaging platform, you encounter conflicting opinions from your teammates regarding the direction of the project. How do you balance your confidence with humility and collaborate effectively with your peers to reach a consensus?
5. **Non-Native English Speaker:** *Scenario:* You're a non-native English speaker enrolled in an English-language course. During an online class discussion, you encounter difficulties expressing your thoughts and ideas fluently in English. How do you navigate the language barrier while actively participating in the discussion and ensuring that your contributions are understood by your peers?
6. **Student with Accessibility Needs:** *Scenario:* You're a student with accessibility needs, such as visual impairment or hearing loss, enrolled in an online course. You encounter challenges accessing course materials or participating in virtual classroom activities due to the lack of appropriate accommodations. How do you advocate for your needs and work with the instructor to ensure that you have equal access to the learning experience?

M4B4_Promoting positive attitudes

	Description
Activity title	Promoting positive attitudes
Related learning objective	LO7.2.4. The teacher adapts the communication style for promoting the positive attitudes from students towards the learning experience.
Responsible person(s)	UNIFI
Level If there is more than one level: Indicate which steps correspond to each level	[ ] Beginner (Step …) [x] Intermediate (Step 1-3) [ ] Expert (Step …)
Type	[ ] Synchronous [x] Asynchronous
Duration	30 min
Purpose of the activity (short)	Through this activity, the teacher reflects on digital communication strategies and social dynamics in a digital learning environment. The activity aims to explore the use of memes and emoji in education, discussing their benefits and challenges and practising their use through informal and inclusive feedback.
Description of the activity Include 2 sets of instructions in case of both synchronous and asynchronous activity.	Step 1: Teachers are asked to read the educational scenario proposed Step 2: Teachers are asked to to share their own teaching choices - by replying to the thread - in order to encourage reflection on informal and inclusive communication style in a digital learning environment. Step 3: They are asked to comment on other colleagues' proposals.
Materials needed	• Interaction tool (a. g., forum)

Important comments	

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

Scenario:

Read this short article on the use and possibilities of using memes in education. Note what the advantages of their use are and what the critical issues are.

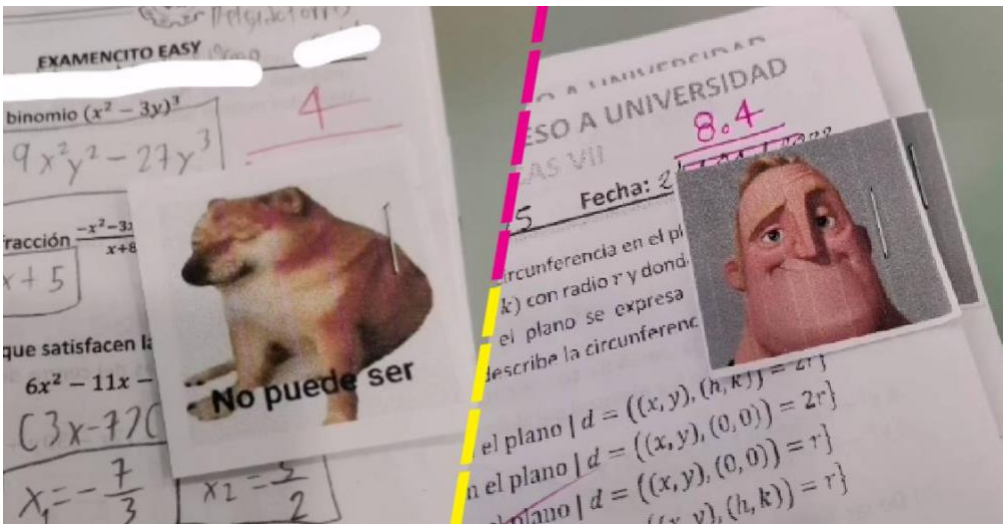
Article (5 min):
Using Memes as a Teaching Tool
https://www.learningscientists.org/blog/2023/8/17-1

“In a class of 15-year-old students, a teacher wants to explore new ways of communicating with students through digital tools and wants to explore how the choice of communication tools can influence relational dynamics.
In particular, he wants to provide feedback for an individual online asynchronous activity, with an informal and inclusive communication style.”

Instructions:

In relation to this scenario, try to structure feedback using enriched language/universal language (e.g. memes, emoji) and justify your choice.
Then, read and comment on your colleagues' works.

Examples:

1. 

2. Emoji description — Baby step!

   Emoji description — I feel like I'm progressing

   Emoji description — My brain overheated!

Appendix 6: Learning activities module 5

M5A1_Oversharing and digital footprint

	Description
Activity title	Oversharing and digital footprint
Related learning objective	LO7.3.1.The teacher is **aware of the consequences** of digital identity in terms of social interactions and educational relationships.
Responsible person(s)	UCLL
Level If there is more than one level: Indicate which steps correspond to each level	[x] Beginner (Step …) [ ] Intermediate (Step …) [ ] Expert (Step …)
Type	[x] Synchronous [x] Asynchronous [ ]
Duration	45 min
Purpose of the activity (short)	To enhance teachers' awareness of the complexities surrounding digital identity and digital footprint, and to explore strategies for addressing related challenges in educational contexts.
Description of the activity Include 2 sets of instructions in case of both synchronous and asynchronous activity.	Participants watch the Youtube video "Teen Voices: Oversharing and Your Digital Footprint" https://www.youtube.com/watch?v=ottnH427Fr8 Participants then reflect on the issues mentioned by the teenagers in the video and if they recognize these issues in their own practices, or in that of their students or colleagues. Synchronous: Trainer uses the reflection prompts to facilitate reflection and discussion in small groups. Asynchronous: Participants will out the reflection worksheet consisting of the reflection prompts and uploads these on the platform as an assignment.
Materials needed	• Embed the Youtube video "Teen Voices: Oversharing and Your Digital Footprint" https://www.youtube.com/watch?v=ottnH427Fr8 • Create assignment: short reflection exercise

	Description
Important comments	

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

Reflection prompts

Personal Connection:

- What was your initial reaction to the issues discussed in the video?
- Can you relate to any of the experiences or concerns mentioned by the teenagers?

Digital Footprint Awareness:

- How aware are you of your own digital footprint?
- Have you ever regretted sharing something online? If so, what was it and what did you learn from the experience?

Impact on Others:

- Have you noticed oversharing behaviors in your students or colleagues?
- How do you think oversharing can impact their personal and professional lives?

Privacy Concerns:

- What steps do you take to protect your privacy online?
- How do you ensure that your personal information is secure on social media platforms?

Role of Education:

- How can educators help students understand the importance of managing their digital footprint?
- What strategies or activities can you implement to teach responsible online behavior?

Social Media Practices:

- Reflect on your own social media practices. Do you think you overshare?
- How can you model good digital citizenship for your students or peers?

Professional Boundaries:

- How do you separate your professional and personal online presence?
- Have you encountered any challenges in maintaining this boundary? How did you address them?

Emotional Impact:

- How does reading or seeing overshared content affect you emotionally?
- Have you observed any emotional consequences of oversharing in others? What were they?

Long-term Consequences:

- How do you think oversharing can affect someone's future opportunities (e.g., job prospects, relationships)?
- What advice would you give to someone about managing their digital footprint?

Reflective Action:

- After watching the video, what changes, if any, do you plan to make in your own online behavior?
- How can you encourage others to reflect on and improve their digital habits?

M5A2_Digital Identity Risk Assessment

	Description
Activity title	Digital Identity Risk Assessment
Related learning objective	**LO7.3.2.** The teacher can manage the consequences of digital identity in terms of social interactions and educational relationships
Responsible person(s)	UdG
Level	[x] Beginner (Step 1-2) [x] Intermediate (Step 3) [x] Expert (Step 4-5)
Type	[x] Synchronous [ ] Asynchronous
Duration	90 minutes
Purpose of the activity	The purpose of this activity is to help teachers to understand and anticipate the potential consequences of digital identity on social interactions and educational relationships. By engaging in a structured risk assessment process, teachers can identify potential risks associated with their digital presence and develop strategies to mitigate them.
Description of the activity	Step 1: Introduction to Digital Identity (10 minutes) Step 2: Risk Identification (15 minutes) Ask participants to individually brainstorm potential risks associated with their digital identity, considering factors such as social media activity, online presence, and interactions with students and colleagues. Step 3: Group Discussion (20 minutes) Facilitate a discussion on the potential consequences of each identified risk, focusing on how they may impact social interactions and educational relationships. Step 4: Risk Assessment and Mitigation (25 minutes) Provide participants with a framework or checklist for assessing and mitigating digital identity risks (e.g., privacy settings review, content curation strategies,

	online behavior guidelines. See attachments for a framework for assessing and mitigating identity risks). In groups, assess the severity and likelihood of each identified risk and brainstorm strategies to mitigate them. Step 5: Action Planning (20 minutes) Develop an action plan outlining specific steps they will take to address the identified digital identity risks.
Materials needed	• Worksheets or digital templates for recording risks • Framework or checklist for assessing and mitigating digital identity risks. • Writing materials (if using physical worksheets)
Important comments	•

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

Framework for assessing and mitigating digital identity risks:

National Institute of Standards and Technology (NIST) Special Publication 800-63, which provides guidelines for digital identity management in the United States. Here's a simplified checklist based on NIST SP 800-63 and other industry best practices:

1. Identify Risks:
    - Conduct a comprehensive risk assessment to identify potential threats and vulnerabilities to digital identities.
    - Consider risks related to data breaches, identity theft, unauthorized access, and misuse of personal information.
2. Understand Regulatory Requirements:
    - Familiarize yourself with relevant data protection regulations such as GDPR, CCPA, HIPAA, etc., and ensure compliance with their requirements.
2. Implement Strong Authentication:
    - Utilize multi-factor authentication (MFA) to strengthen authentication mechanisms and reduce the risk of unauthorized access.
    - Implement biometric authentication where feasible for enhanced security.
2. Secure Data Storage and Transmission:

- Encrypt sensitive data both at rest and in transit to protect it from unauthorized access.
- Implement secure communication protocols such as HTTPS for transmitting data over networks.

2. Establish Identity Verification Processes:
    - Implement robust identity verification processes to ensure the legitimacy of users and prevent identity theft.
    - Utilize identity proofing techniques such as document verification, biometric checks, and knowledge-based authentication.
2. Adopt Least Privilege Principle:
    - Follow the principle of least privilege to grant users only the permissions necessary to perform their tasks.
    - Limit access to sensitive data and systems based on user roles and responsibilities.
2. Monitor and Detect Anomalies:
    - Implement monitoring tools and systems to detect unusual or suspicious activities related to digital identities.
    - Set up alerts and notifications for unauthorized access attempts or unusual login patterns.
2. Implement Identity Governance:
    - Establish clear policies and procedures for managing digital identities throughout their lifecycle.
    - Define roles and responsibilities for identity management tasks and ensure accountability.
2. Provide User Education and Awareness:
    - Educate users about best practices for protecting their digital identities, including password hygiene, recognizing phishing attempts, and safeguarding personal information.
    - Raise awareness about the risks associated with oversharing on social media and other online platforms.
2. Regularly Update Security Measures:
    - Keep software, systems, and security protocols up to date to address newly discovered vulnerabilities and emerging threats.
    - Conduct regular security audits and assessments to evaluate the effectiveness of existing controls and make necessary adjustments.
2. Incident Response Planning:
    - Develop and maintain a comprehensive incident response plan to address security incidents related to digital identity compromise.
    - Define roles and responsibilities, escalation procedures, and communication protocols for responding to security incidents promptly.
2. Continuous Improvement:
    - Regularly review and update your digital identity risk management practices based on evolving threats, technologies, and regulatory requirements.
    - Foster a culture of continuous improvement and proactive risk management within the organization.

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M5A3_TPD and communities

	Description
Activity title	Teachers Professional Development (TPD) and Communities
Related learning objective	LO7.3.4. The teacher participates in virtual educational environments. LO7.3.5. The teacher curates their own professional digital reputation through providing and sharing professional and educational resources.
Responsible person(s)	UNIFI
Level If there is more than one level: Indicate which steps correspond to each level	[x] Beginner (Step 1-2) [ ] Intermediate (Step …) [x] Expert (Step 3-6)
Type	[x] Synchronous [x] Asynchronous
Duration	120 minutes
Purpose of the activity (short)	The intent of the lesson is to explore the role of social networks and informal online communities in teachers' professional development. The lesson aims to provide a theoretical overview of how social networks can be used as spaces for informal professional development, examine the dynamics of online communities and discuss professional learning opportunities for teachers in these platforms.
Description of the activity (SYNC) Include 2 sets of instructions in case of both synchronous and asynchronous activity.	Step 1. Introduction (10 minutes): - Welcome and presentation of the objective of the lesson and the topics that will be covered. Step 2. Theoretical presentation (20 minutes): - Presentation of the concept of social networks as spaces for informal professional development. - Discussion of the characteristics of online communities and informal networks. - Exploration of the benefits and challenges in using social networks for teachers' professional development.

	Step 3. Group activity (45 minutes): - Division of participants into smaller groups. - Ask the groups to discuss their personal experiences, share ideas and explore possible strategies to maximise the value of social networks and online communities in their own professional development. - Discuss one's role within the community (observer, active participant, etc.) and the consequences for professional identity (goal: to create a control checklist) Step 4. Feedback and plenary discussion (30 minutes): - Each group briefly presents their conclusions and main lessons learned. - Plenary discussion to share best practices and resolve any doubts or questions. Step 5. Final feedback and conclusions (15 minutes): - Summary of the main points that emerged during the lesson. - Thanks and closing of the session.
Description of the activity (ASYNC)	Step 2. Recorded video and slides: Theoretical presentation (20 minutes): - Presentation of the concept of social networks as spaces for informal professional development. - Discussion of the characteristics of online communities and informal networks. - Exploration of the benefits and challenges in using social networks for teachers' professional development. Step 6. Follow-up (after the event) - Upload the participants' answers to a virtual board shared in the online course environment (e.g. Padlet).
Materials needed	• Slide • Webconference platform (with separate rooms) • Virtual board (Padlet)

Important comments	• This task opens the M5 (blended) in online synchronous mode. It should be recorded to also allow subsequent use of the theoretical section. The online blackboard should also remain open so that individual contributions can be added.

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

Control Checklist (instructions):

Divide into groups and discuss your experiences and strategies related to social networks and online communities for professional development. Share ideas and explore possible strategies to maximize the value of social networks and online communities in their own professional development. Discuss one's role within the community (observer, active participant, etc.) and the consequences for professional identity.
Create a Control Checklist: Based on the group discussions and identified key elements, create a control checklist. Include items to ensure all necessary aspects are considered and addressed before, during, and after the meetings.
Share the Control Checklis on a Padlet with the other groups.

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M5A4_Preparing a professional blog

	Description
Activity title	Preparing a professional blog
Related learning objective	LO 7.3.5: Curating a Professional Digital Reputation Aligned also with LO 7.3.4. (**participation** in virtual educational environments).
Responsible person(s)	CCTA, Alexander Angelov, Reni Dimova
Level If there is more than one level: Indicate which steps correspond to each level	[X] Beginner (Steps 1 & 2) [X] Intermediate (Steps 1, 2 & 3) [X] Expert (Steps 1, 2 & 3)
Type	[ ] Synchronous [X] Asynchronous
Duration	As long as it takes

Purpose of the activity	This activity is aimed at curating a positive digital reputation and demonstrating the ability to share professional insights and resources. It supports awareness of the importance of active management and adaptation of the digital reputation in a professional context.
Description of the activity for asynchronous individual work and self-paced learning	Step 1 Get acquainted with the examples of professional blogs provided below (see Materials needed). Step 2 Use the handouts with *Guidelines for the Blog elements* (Annex 1) and work on the content for your own blog. You don't have to use all suggested elements. Chose the elements that match with your style. Step 3 Study the free blog platforms and draft your blog. Advice (for non-expert educators): Ask a technologically savvy colleague who is familiar with digital tools to help you.

	Step 4 Share your blog with a colleague to receive feedback and content ideas.
Materials needed	• Free platforms where one can start a blog: Google Sites, Blogger, Wix, etc. This activity can be implemented also in PowerPoint or Google Slides, or in a simple DOC file. • Guidelines handout for blog elements (Annex 1); • Examples of professional blogs: https://www.cultofpedagogy.com/ https://www.coolcatteacher.com/ https://theinnovativeeducator.blogspot.com/
Important comments	To maximise the results from this activity, at the end the trainer can share a list with the newly created blogs among the members of the group and to encourage trainees to explore their colleagues' blogs and provide constructive feedback. The activity can be finalised with an online **group discussion** on the experience. Guided by the trainer, trainees can reflect on how a well-maintained digital blog can enhance teachers' professional digital reputation and impact their educational practice. Important **conclusion** of this activity can be emphasising the importance of continuous reflection and adaptation of the digital identity to align with one's professional growth and changes in digital technologies.

Attachments: Guidelines for Blog Elements (Annex 1)

Annex 1

Guidelines for Blog Elements

Information about the blogger:

- **Biography**: Should be concise, focusing on your professional credentials and what sets you apart in your professional field.
- **Teaching Philosophy**: This should communicate your educational values and how you aim to achieve effective teaching outcomes.

- **Professional Achievements**: Highlight key accomplishments that are relevant and impressive. Use bullet points for clarity.

Blog Posts and Articles:

- **Opinion Pieces**: Articles where the blogger expresses personal views on relevant topics. This can help establish the blogger's voice and authority in the field.
- **Current Trends**: Regular posts that analyze and comment on the latest trends and changes in the education. This not only keeps the content fresh but also positions the blog as a go-to resource for up-to-date information.

Other elements that enhance blog's value:

- **Educational Resources**: Provide links and descriptions. Explain the context in which these resources can be utilized effectively.
- **Case Studies and Project Descriptions**: These are detailed accounts of specific projects or cases the blogger has worked on. Including challenges faced, solutions implemented, and the outcomes achieved can provide practical insights to readers and showcase the blogger's expertise.
- **Testimonials and Reviews**: Positive feedback and testimonials from peers, students, clients, or colleagues can be featured to build credibility and trust. Reviews of tools, books, or resources relevant to the field can also be included, offering valuable information to readers.
- Interactive Elements:
    - Q&A or FAQ Section: A place where readers can ask questions and get answers, which can be updated regularly based on the common queries about the blogger's field or topics.
    - **Polls and Surveys**: These can engage readers and collect their opinions or feedback on various topics, which can also inform the direction of future blog content.

Important advices:

- Ensure all external sources (incl. illustrations) are credited appropriately;
- Blogs should maintain a professional tone throughout;
- Encourage creativity in how information is presented but keep the navigation intuitive;
- Add pictures and illustrations to make your blog attractive.

Examples of professional blogs:

- https://www.cultofpedagogy.com/ - Jennifer Gonzalez, a former middle school teacher and college-level instructor, runs this blog. It's packed with useful, teacher-tested ideas, covering a range of topics from instructional strategies to classroom management.

- https://www.coolcatteacher.com/ - by the blogger Vicki Davis who is a full-time teacher in Georgia, USA. She blogs about practical classroom strategies used in her daily teaching. Her blog includes tips on technology integration, classroom management, and effective teaching techniques.

- https://theinnovativeeducator.blogspot.com/ - by Lisa Nielsen who has worked as a public-school educator and administrator since 1997. Her areas of expertise include EdTech, digital citizenship, media literacy, and digital accessibility.

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Module 5 Alternative track activities

M5B1_Autobiography of a teacher's digital identity

	Description
Activity title	Autobiography of a teacher's digital identity
Related learning objective	LO7.3.1.The teacher is aware of the consequences of digital identity in terms of social interactions and educational relationships. LO7.3.2.The teacher can anticipate the possible consequences of digital identity in terms of social interactions and educational relationships
Responsible person(s)	UNIFI
Level If there is more than one level: Indicate which steps correspond to each level	[ ] Beginner [X] Intermediate (Step 1) [ ] Expert
Type	[ ] Synchronous [X] Asynchronous
Duration	2 hours
Purpose of the activity (short)	The activity aims to examine and reflect on the teacher's professional, social and relational digital identity, highlighting its key aspects and influences on his/her work and relationships with students and other members of the educational community.
Description of the activity Include 2 sets of instructions in case of both synchronous and asynchronous activity.	Step 1: Teachers are asked to write a short autobiographical essay exploring professional, social and relational digital identity, following the guiding questions.
Materials needed	• external links (e.g. to Paldet)
Important comments	

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

Template

Write a short autobiographical essay exploring professional, social and relational digital identity, following the guiding questions. Reflect, specifically, on the ethical principles that guide your online presence and consider how the fusion of personal and professional online presence could lead to complications or problems.

1 - Introduce yourself:
What are your main roles and responsibilities as a teacher? How are these professional characteristics related to your digital identity?

2 - Online activities as a teacher:
What digital platforms do you use for professional purposes? How do you use social media in your work?

3 - Professional relationships online:
What ethical principles guide your online behaviour? What are your online relationships with students, colleagues and other members of the educational community?

Rubric

Criterion: Clarity of Roles and Responsibilities
Evaluation Level:

1. Poor: The roles and responsibilities are vaguely described and lack clarity.
2. Fair: The roles and responsibilities are stated, but the connection to digital identity is not fully explained.
3. Excellent: The roles and responsibilities are clearly articulated and directly linked to the teacher's digital identity, demonstrating a thorough understanding of professional characteristics in the digital realm.

Criterion: Reflection on the professional use of Digital Platforms and Social Media
Evaluation Level:

1. Poor: The professional use of digital platforms and social media are not clearly identified, and the explanation is lacking.
2. Fair: The professional use of digital platforms and social media are mentioned, but there is little detail on how they are used professionally.

3. Excellent: The professional use of digital platforms and social media are clearly listed, and there is a comprehensive explanation of how each platform is utilized for professional purposes, demonstrating an understanding of effective digital engagement.

Criterion: Reflection on online professional behaviour

Evaluation Level:

1. Poor: The discussion on ethical principles guiding professional online behaviour is absent or superficial, lacking depth and understanding.
2. Fair: Ethical principles on professional online behaviour are mentioned, but their application to online relationships with students and/or colleagues is not fully explored or lacks depth.
3. Excellent: Ethical principles guiding online professional behavior are clearly articulated and applied to interactions with students, colleagues and the wider educational community, demonstrating a thoughtful and principled approach to online engagement.

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M5B2_Digital Identity Management Workshop

	Description
Activity title	Digital Identity Management Workshop
Related learning objective	**LO7.3.3.** The teacher can manage the consequences of digital identity in terms of social interactions and educational relationships.
Responsible person(s)	UdG
Level	[x] Beginner (Step 1-2) [x] Intermediate (Step 3-4) [x] Expert (Step 5)
Type	[X] Synchronous [ ] Asynchronous
Duration	80 minutes
Purpose of the activity (short)	The purpose of this activity is to empower teachers with practical strategies for effectively managing the consequences of digital identity on social interactions and educational relationships. By engaging in reflective exercises and collaborative discussions, teachers can develop personalized approaches to navigate digital identity challenges in their professional practice
Description of the activity	Step 1: Introduction to Digital Identity Management (15 minutes) Step 2: Reflective Self-Assessment (10 minutes) Ask participants to reflect on their own digital identity management practices, considering factors such as online presence, social media activity, and interactions with students and colleagues. Step 3: Small Group Discussion (15 minutes) Provide each group with a set of discussion prompts related to digital identity management (e.g., strategies for maintaining professional boundaries online, handling negative feedback or criticism, fostering positive online interactions with students). Step 4: Case Study Analysis (20 minutes). Present participants with case studies or scenarios depicting real-life situations where digital identity management issues arise (e.g., a teacher's

	controversial social media post, a student's inappropriate online behavior towards a teacher). In their groups, participants analyze each case study and discuss potential consequences of the digital identity management challenges presented. Step 5: Action Planning and Sharing (20 minutes) Develop an action plan outlining specific steps they will take to improve their digital identity management practices.
Materials needed	• Self-assessment worksheets or digital templates • Case studies or scenarios • Writing materials (if using physical worksheets)
Important comments	

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

Self-assessment worksheet

Digital Identity Management Reflection Document

Introduction:
Digital identity management refers to the strategies and practices individuals employ to control, maintain, and present their online presence. In today's interconnected world, where interactions often transcend physical boundaries, understanding and actively managing one's digital identity is crucial. This reflection document aims to guide individuals in assessing their current digital identity management practices, particularly in professional settings such as interactions with students and colleagues, and their online presence including social media activity.

Section 1: Online Presence
1.1 What platforms and channels do you actively use to establish your online presence?
1.2 How do you ensure consistency and professionalism across these platforms?
1.3 Have you conducted a search of your name or professional identity online to assess your current digital footprint?

1.4 How do you monitor and maintain the accuracy of information available about you online?

Section 2: Social Media Activity
2.1 Which social media platforms do you use for personal purposes? For professional purposes?
2.2 How do you differentiate between personal and professional content on social media?
2.3 Do you have privacy settings configured appropriately on your social media accounts?
2.4 How do you handle interactions with students or colleagues on social media platforms?

Section 3: Interactions with Students and Colleagues
3.1 What guidelines or policies does your institution or organization have regarding interactions with students or colleagues in digital spaces?
3.2 How do you establish boundaries between professional and personal interactions in digital spaces?
3.3 Are you mindful of confidentiality and privacy concerns when communicating with students or colleagues online?
3.4 Do you seek consent before sharing any content related to students or colleagues on digital platforms?

Section 4: Reflection and Action Plan
4.1 Based on your assessment, what are the strengths and weaknesses of your current digital identity management practices?
4.2 What steps can you take to improve your digital identity management, considering the insights gained from this reflection?
4.3 How can you integrate digital identity management principles into your daily professional interactions and online presence?
4.4 What resources or support do you need to enhance your digital identity management skills?

Conclusion: Managing one's digital identity is an ongoing process that requires self-awareness, vigilance, and adaptability. By reflecting on current practices and taking proactive steps to improve, individuals can cultivate a positive and professional online presence that aligns with their personal and professional goals.

Digital identity management Discussion prompt

1. Digital Footprint Awareness: How can educators raise awareness among students about the concept of a digital footprint and its implications for their future personal and professional lives? What strategies can be employed to help students manage and curate their digital identities responsibly?

2. Professional Boundaries Online: What guidelines should educators follow when interacting with students and parents on social media and other online platforms? How can educators maintain professional boundaries while still leveraging digital tools for communication and collaboration?

3. Cybersecurity Best Practices: What are the key cybersecurity risks that educators may encounter in their professional lives, such as phishing attacks or data breaches? How can educators protect their personal and professional information online and minimize the risk of identity theft or fraud?

4. Modeling Responsible Digital Citizenship: How can educators serve as positive role models for responsible digital citizenship both inside and outside the classroom? What strategies can educators use to demonstrate ethical behavior and good digital hygiene to their students?

5. Data Privacy in Educational Technology: As schools increasingly rely on educational technology platforms and digital learning tools, what steps should educators take to ensure the privacy and security of student data? How can educators advocate for stronger data privacy policies and practices within their schools and districts?

6. Cultivating a Professional Online Presence: What are the benefits of maintaining a professional online presence as an educator, such as through a personal website, blog, or professional social media profiles? How can educators showcase their expertise, connect with colleagues, and contribute to the broader educational community online while protecting their privacy and maintaining professionalism?

7. Navigating Digital Identity Challenges: What challenges do educators face in managing their digital identities, such as maintaining a work-life balance, handling negative feedback or criticism online, or dealing with the blurring of personal and professional boundaries? How can educators support each other and seek guidance when navigating these challenges?

8. Continuing Professional Development in Digital Literacy: How can educators stay informed about the latest trends and best practices in digital identity management and digital literacy? What professional development opportunities, resources, and networks are available to help educators build their skills and confidence in this area?

9. Fostering Critical Thinking Skills: How can educators integrate lessons on digital identity management into their curriculum to help students develop critical thinking skills and become informed, responsible digital citizens? What activities, discussions, or projects can educators use to engage students in reflecting on their digital identities and making thoughtful choices about their online behavior?

10. Reflection and Continuous Improvement: What strategies can educators use to reflect on their own digital identity management practices and identify areas for improvement? How can educators

incorporate feedback from students, colleagues, and mentors to refine their approach to managing their digital identities and supporting their students in doing the same?

Appendix: Example Scenario Card
Card Number: 01
Scenario Title: "The Online Persona Conflict"
Age Group: High School
Digital Context: Social Media
Scenario Description:
Jamie, a 10th grader, has created an online persona on a popular social media platform that greatly differs from their real-life personality and behavior. This online persona is more outspoken and sometimes engages in controversial discussions. Some classmates have started treating Jamie differently at school based on their social media interactions, leading to tensions and misunderstandings.
Potential Challenges:
Misalignment between Jamie's online and offline identities causing confusion and social tension.
Risk of cyberbullying or online harassment escalating to offline consequences.
Impact on Jamie's self-esteem and well-being due to the dual identity conflict.
Opportunities for Growth:
Discussion about the importance of authenticity and the potential disconnect between online and offline selves.
Education on the long-term implications of digital footprints and online behavior.
Discussion Prompts:
How can teachers support students like Jamie in navigating the complexities of online and offline identities?
What strategies could be employed to address and mitigate the classroom tensions arising from online interactions?
Action Plan Considerations:
Creating a lesson plan on digital footprints and the lasting impact of online behavior.
Facilitating a classroom discussion on the authenticity and its value both online and offline.

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M5B3_Exploring and curating digital identities

	Description
Activity title	Exploring and curating digital identities
Related learning objective	**LO7.3.4.** The teacher participates in virtual educational environments. **LO.7.3.5.** The teacher curates their own professional digital reputation through providing and sharing professional and educational resources.
Responsible person(s)	UdG/UCLL
Level	[x] Beginner (Step 1-2) [x] Intermediate (Step 3) [x] Expert (Step 4)
Type	[x] Synchronous [ ] Asynchronous
Duration	60 minutes
Purpose of the activity (short)	The purpose of this activity is to empower teachers to curate their professional digital reputation by creating and sharing a portfolio of educational resources. By engaging in this activity, teachers can showcase their expertise, share valuable resources with colleagues, and contribute to the professional learning community
Description of the activity	Step 1: Virtual Environment Exploration Provide access to a virtual educational platform or simulation tool (e.g., an online classroom platform, a virtual reality educational app, online community). Demonstrate key features and functionalities of the platform, highlighting how it can be used for teaching and learning purposes. Autonomous exploration. Collaborative Activity Assign each group a collaborative task or project to complete within the virtual environment (e.g., designing a virtual lesson, creating a digital presentation, conducting a simulated class discussion). Step 2: Introduction to Digital Portfolios (5 minutes).

	Explain the need for the professionals to curate their digital reputation, dividing a professional and personal environment. Highlight the advantages to develop a portfolio with educational resources Step 3: Portfolio Creation (20 minutes) Provide participants with access to a digital portfolio platform or template (e.g., Google Sites, WordPress, LinkedIn). Guide participants through the process of setting up their digital portfolio, including selecting a layout, adding personal information, and customizing sections. Teachers can create an outline for their digital portfolio, identifying the categories and types of content they wish to include. This might involve categorizing content by subject area, educational philosophy, pedagogical strategies, or professional development experiences (Use the Digital portfolio Planning and content selection template) Step 3: Resource Curation (15 minutes) Think about the resources and content that you will develop on your digital portfolio, the sections required and how can these become of use for other peers. Step 4: Reflection and Peer Feedback (20 minutes) Facilitate a peer feedback session where participants share their portfolios with a partner or small group.
Materials needed	• Access to a digital portfolio platform or template • Internet-enabled devices (laptops, tablets, smartphones) • Resources for portfolio content (e.g., lesson plans, presentations, articles)
Important comments	

Attachments (evaluation form, rubric, reflection guidelines, templates, …)

2

Difficulty	Resources	Description
(Easy)	About.me	Easy to use portfolio to briefly present yourself, useful for people not very familiar with portfolios and can be connected with other media
	LinkedIn	Social media to connect and share with the community. Focused on interaction with peers

(Hard)	Google Sites	Google Sites allows to develop a portfolio: similar to a blog allows to have longer, more detailed posts and reflections
	WordPress	WordPress offers a myriad of possibilities and plenty of custom options. Still it offers options for the beginners and for the more advanced.

Digital Portfolio Planning and Content Selection Template

Teacher's Name:

Professional Goals/Objectives:

(Briefly outline your professional goals or objectives that the digital portfolio aims to support or reflect.)

Introduction/About Me:

Professional Bio: (A brief biography highlighting your teaching philosophy, experience, and areas of expertise.)

Personal Statement: (A statement reflecting your educational beliefs, values, and what you aim to achieve through your teaching.)

Content Categories:

(Identify the main categories under which your portfolio content will be organized. Examples might include "Classroom Management," "Lesson Plans and Teaching Materials," "Professional Development," "Student Engagement," etc.)

Category Name: (e.g., Lesson Plans)

Description: (A brief description of what this category will showcase.)

Key Content: (List specific items, projects, or resources you plan to include in this category.)

Category Name: (e.g., Professional Development)

Description: (A brief description of what this category will showcase.)

Key Content: (List specific items, projects, or resources you plan to include in this category.)

(Repeat for additional categories as needed.)

Featured Projects/Contributions:

(Highlight any significant projects or contributions you wish to feature prominently in your portfolio. These could include collaborative educational initiatives, leadership roles, awards, publications, etc.)

Project/Contribution Title:

Description: (Provide a summary of the project/contribution and your role in it.)

Impact: (Briefly describe the impact or outcome of this work.)

Supporting Materials: (List any links, documents, images, or other materials that will accompany this entry.)

(Repeat for additional projects/contributions as needed.)

Professional Development and Learning:
Overview: (Summarize your ongoing professional development efforts and how they have influenced your teaching practice.)
Key Learning Experiences: (List significant courses, workshops, seminars, or other learning experiences, along with their impact on your professional growth.)
Reflections and Insights:
Teaching Reflections: (Provide reflective narratives on your teaching experiences, challenges overcome, and insights gained.)
Future Goals: (Outline your future professional development goals and how you plan to achieve them.)
Multimedia and Supporting Documents:
Images/Videos: (List any photos or videos that showcase your teaching in action, classroom projects, etc.)
Documents: (Include any relevant documents such as certificates, publications, letters of recommendation, etc.)
Contact Information and Social Media:
Email: (Your professional email address.)
LinkedIn: (Link to your LinkedIn profile, if applicable.)
Twitter: (Link to your professional Twitter account, if applicable.)
Other Platforms: (Links to any other professional or educational platforms where you are active.)

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