ENHANCE DIGITAL TEACHING PLATFORM
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A wide range of educational technology (EdTech) modules are being created by the Education and Training Foundation (ETF) on the Enhance Digital Teaching Platform to support teachers and trainers working through elements of the Digital Teaching Professional Framework (DTPF). At the time of writing there are 100 modules covering around 50% of the framework. These bite-size modules are five-minute packages of learning and include activities and further resources to embed and extend learning.

In a separate project hosted on the Enhance Digital Teaching Platform, the ETF has created a number of training modules to support teachers of Essential Digital Skills (EDS) in preparation for the new national entitlement to training for certain adults from September 2020.

Both of these collections contain modules and other elements that can help teachers to continue supporting their learners and learning programmes during the enforced closure of schools, colleges and other places of education. They can complement and add a fresh perspective to any training and materials already provided by your employer.

This Guide identifies these modules, together with a brief commentary on their content and contribution to developing the knowledge, skills and understanding required for teaching and learning online.

This is to supplement – not replace – any specific guidance, training and instructions given to teachers by their institutions relating to their particular learners and the technology available to them.

The modules were designed for the standard conditions of education – the bringing together of learning in the classroom and beyond. Much that holds good for face-to-face teaching or meetings is also applicable to the current extraordinary circumstances, because it is based on sound pedagogy in principle and practice. You will find titles such as Using classroom response systems and Face to Face; using class technology. They are included here because they contain material we believe is of value beyond their initial boundaries.

Authors Bob Powell and Geoff Rebbeck, March 2020
Commissioned by the Education and Training Foundation
We have grouped the modules in the Guide around this simple model of teaching practice and online skills.
GETTING STARTED

Becoming a digitally confident practitioner

This module is a good place to start using some or all of these modules for the beginner, the cautious or the daunted. It argues that confidence comes from taking small steps and is built on small victories. The most important ingredient of effective use of EdTech is the Ed – the education skills you bring as a teacher.
1. Planning and Preparation

Planning

The modules in this section offer some thoughts about the theoretical and practical aspects of planning learning activities on line.

Planning for teaching with technology
This module explores Barak Rosenshine's principles of instruction.

Delivering effective learning with technology
This module looks at the role of metacognition in effective learning.

New forms and formats for face-to-face teaching and learning
This module extends the theory from the modules above to 3 rules for delivery of learning.

New forms and formats for Blended Learning
This module examines the place of communication and collaboration rather than content in modern blended learning.

These modules look at the contribution of modern research-based approaches to learning delivery.

They provide an alternative perspective on the structure and content and of teaching and learning that adapts easily to online practice.

The activities include a review of 10 methods of good teaching proposed by Rosenshine and how technology might support their use; how metacognition can be used in designing and delivering learning.

Further resources link to a number of articles and the guidance on Rosenshine and the role of metacognition in learning.

These activities explore redesigning learning for cognitive load, to improve memory recall and learning retention. Blended learning options are discussed and the pedagogical advantages of blending are reviewed.

Further resources link to a wide range of sources and articles on cognitive load and blended learning.
1. PLANNING AND PREPARATION

Planning

Face-to-face learning 1: The four Ms
This module sets out the ideas.
Discover module

It is worth looking at these modules in your planning.
They are a linked pair built around the place of digital technology in the pedagogy of meeting, making learning, measuring, and creating memory rather than around traditional notions of classroom equipment.

Face-to-face learning 2: Using class technology
This module looks at how it might work out in practice.
Discover module

The flipped classroom
Discover module

Flipped learning reverses the traditional order: time out of class is used to acquire knowledge; activity in class is directed to understanding and extending it, exploring the issues, difficulties and applications.

The theory underpinning this core concept of modern learning also works wholly online.

The activities explore using a flipped approach.

Further resources explain and illustrate flipped learning in theory and practice.
1. PLANNING AND PREPARATION

Preparation

These modules look at preparing yourself and your learners for working online.

Developing digital problem-solving skills
This module follows a teacher as she defines and introduces a core set of software and tools to learners.

Discover module

Best tool for the job
This module sets out ways to encourage learners to make their own good choices (a metacognitive process in itself).

Discover module

Developing collaborative study skills
This module follows an exercise to help learners to develop these skills.

Discover module

Finally in this section, two more modules:

**Tech-savvy vs digital literacy**

This module looks at learners who may be confident and skilled in their use of personal technology and social media, but not necessarily competent in the skills required for learning with technology.

**Extending your digital skillset**

This module examines ways to improve your own technical skillset by judiciously increasing the software and tools you use.

**Activities in the group include** the use of a Twitter wheel, collaborative learning with technology, ways to encourage greater technical literacy.

**Further resources** point to H5P, Yammer, 365 Groups, Xerte, Hangouts, WhatsApp, Slack, Basecamp.
Finding Content

The web is an overloaded store of useful material – far too much to take it all in. The next group of modules look at finding and filtering online content.

1. Improving your approach to searching online
This module looks at search engines and alternative ways to find materials online.

2. Finding digital resources online
This module explores alternative ways to find resources.

3. Choosing the best resources
This module extends the above to look at systematic approaches to searching, considering issues such as fitness for purpose and suitable platforms for learning.

4. Using online educational information
This module looks at free online content produced by public and private sector organisations and ways to make a virtue of their inbuilt bias.

The activities explore the different sources of online information and criteria for finding good information, including assessing the reliability of sources.

Further resources link to Usability geek, Prezi, Pinterest, Instagram, Various resources aimed as describing the classifications Various ‘how to’ sources from Google Howtogeek and others, Duckduckgo, Art Fund, Pexels, SlideShare, ETF, Wikipedia, Blended learning consortium, Evernote NLN, OneNote, Boolean guide, Excellence Gateway, Google search tips, Wikipedia and other sources of advice on searching.
2. FINDING CONTENT
Assuring content

Two modules that explore ways to ensure the validity, credibility and reliability of what you find and share the skills with learners.

Validity of internet information
This module examines the validity of information on a scale from accurate to misleading, and considers the underlying intentions of the source.

Discover module ➤

Credibility and reliability of sources for teachers
This module introduces a systematic approach to assessing credibility and reliability.

Discover module ➤

The activities give an opportunity to assess the credibility and validity of sources and how to develop learners’ critical skills.

Further resources include BBC Bytesize, Wikipedia, European Commission, Webwise.
2. FINDING CONTENT
Respecting ownership and the original author

A set of modules that look at legal and moral issues around the ownership of material and its use and misuse.

Exploring ownership, copyright and IPR
This module outlines the basics of copyright and IPR.

Discover module

Referencing and attribution practice for learners
This module examines the importance of role modelling appropriate behaviour.

Discover module

Respecting ownership rights
This module looks at some practical ways to free learners from temptation and opportunity for plagiarism.

Discover module

Dealing with plagiarism
This module looks at how to identify and deal with plagiarism.

Discover module

The activities cover the importance of ownership and attribution for all users and how to address plagiarism.

Further resources explore Creative Commons, Turnitin, Citation generator, Viper, Quetext, together with general guidance and advice on plagiarism.
3. CREATING CONTENT
Some basic techniques

Some simple ways to develop sophisticated content from existing resources such as your own existing files or web finds.

Creating content: adapt and edit
This module shows how to create effective online content from existing resources using simple techniques.

Discover module

Creating content: combine and mix
This module looks at bringing content together into a larger resource and engaging learners in the process.

Discover module

Leading a content creation team
This module completes the narrative as the teacher reaches out and collaborates with geographically dispersed colleagues to create shared content.

Discover module

Three linked modules develop and extend the same narrative thread around content creation.

Activities explore different ways to alter and amend a resource including combining and mixing, adapting and editing to improve learning impact.

Further resources look at: podcasts, Audacity, SlideShare, Padlet, Office, Google docs, Apple podcasts, Typeform, Panopto, e-stream, Moodle, Duckduckgo, Padlet, Prezi, Audacity, Safari, Chrome.
3. CREATING CONTENT
Accessibility, diversity and inclusion

An understanding of issues of diversity, inclusion and accessibility enables us to create great resources for all learners. Good accessibility and inclusion practice is good practice – full stop.

Creating inclusive content: Principles
This module sets out five core principles to guide content creation.

Creating inclusive content: Practice
This module shows how these work in practice, extending an example first introduced in the planning and preparation module, ‘Developing Digital problem solving skills’.

The nine protected characteristics
This module explores ways to reflect and respect the protected characteristics identified in the 2010 Equality Act.

This series of modules is an essential guide to the issues when creating any type of learning materials, assessment, presentation or communication with learners.

Activities cover the opportunities and implications of building resources around sound principles of accessibility and inclusion and ways of promoting inclusive learning.

Extensive further resources cover detailed advice, guidance and reflection upon accessibility, diversity, inclusion and culture.

(Modules continued below)
3. CREATING CONTENT
Accessibility, diversity and inclusion

Cultural preferences in learning
This module shows how a teacher makes imaginative use of a model of cultural differences to celebrate diversity.

Adapting content to your audience
This module follows a teacher adapting a resource for improved accessibility.
3. CREATING CONTENT

Games and gamification

Two modules that provide an insight into the possibilities of importing some of the concepts – rather than the very flash and expensive technology – that drive games and the games industry – notions such as challenge, mastery and reward.

Using games for learning

This module examines the elements of engaging games and their application to practical teaching and learning.

Playful learning

This module looks at the place of gamification in learning and how its elements are to be found in many current resources, including the Enhance Digital Teaching Platform programme itself.

The activities include examining reward, mastery, competition and challenge as elements of gamification; adopting playful approaches to learning.

Further resources look at Duolingo, JISC guides, ALT Playful Learning SIG, Padlet, Kahoot!, Lego, Plickers, Socrative; Dan Pinks’ excellent short video for RSA about motivation.
A very basic look at VLEs for absolute beginners.

**Embedding content into VLEs to improve learning**

This module looks at the range of content types that can be embedded in a VLE for learners.

Discover module

**Supporting and guiding learners with a VLE**

This module outlines some ways a VLE can be used to guide learners and learning.

Discover module

The activities look at a number ways of embedding resources and supporting learners through a VLE plus how to use the platform to promote learning at distance and in blended form.

Further resources explore Moodle, Blackboard, Canvas, Padlet, EdPuzzle, H5P and generic information and advice.
5. ASSESSMENT

Improving feedback

Three modules looking at the use of digital media to improve the quality and effectiveness of feedback, but also to make better use of time.

Supporting and evidencing learning using digital media

This module examines the use of digital media to supplement or replace text-based evidence of learning.

Discover module

Improving feedback using written digital communication tools

This module explores the ways in which technology can speed up and improve written feedback, notably by using speech to text technology.

Discover module

How to improve feedback using audio and video

This module completes the group with a look at digital media files in feedback to learners.

Discover module

The activities explore the purposes, uses and benefits of different tools for feedback in particular types of assessment.

Further resources include: Screencastify, Screen cast-o-matic, Flipgrid, Audacity, More, GoDaddy, Canto, Gboard, Mac Dictate, voice recorder, Google classroom, Hangouts, Techdis Jack and Jill text to speech voices; Eduapps.
5. ASSESSMENT

Using e-portfolios

Two modules looking at what an e-portfolio is and how they can be used.

E-portfolios for PLD - Part 1
This module targets Professional Learning and Development rather than assessment per se, but it offers a good short guide to e-portfolios.

Discover module

Using e-portfolios to support learners and evidence learning
This module goes on to a detailed examination of the use of e-portfolios with learners.

Discover module

The activities clarify the purpose, advantages and uses of e-portfolios.

Further resources include information and links to Mahara, One Note, REfLECT, and other examples.
5. ASSESSMENT
Formative assessment

A couple of tools for formative assessment which are also great for engagement of learners online.

Formative assessment using quizzes
This module takes you through an extended example of a teacher converting paper based resources into online quizzes to exploit their many uses and advantages.

Discover module

Using classroom response systems or online polling
This module sets out how you can use online polls to increase active engagement, stimulate and manage debate, and carry out formative assessment.

Discover module

The activities help users match what is to be assessed with the right approach and consider the value of online polls and quizzes in learning and formative assessment.

Further resources look at: Poll everywhere, Socrative, Plickers, Kahoot, Wordle, EasyPolls, Doodle, Mentimeter, Study Stack, TES teach, Google forms, Secretive, Duolingo, Quizlet.
The value and importance of collaborative learning in current practice is reflected in the commitment of the world’s dominant software giants to the development of integrated suites and platforms with collaborative practice and communication at their heart. Products such as Google G-Suite, Microsoft Teams and equivalents are rethinking and reconfiguring teaching and learning with digital technology.

Collaborating with learners synchronously - part 1
Describes synchronous activity and looks at using video conferencing with workplace learners and to deliver remote learning

Collaborating with learners synchronously - part 2
Flags up some of the challenges and associated solutions around synchronous learning

Collaborative learning activities for online courses
Looks at creating and embedding collaborative learning activities into your practice and sharing them with colleagues

Using hashtags
Looks at using hashtags as a practical device to support learners collaborative work with some thought provoking examples

The first three modules form a set outlining the basics of synchronous collaboration and how it works in practice with simple technology, concluding with some advice on how to develop, deliver and share collaborative activities.

Learning activities explore: synchronous and asynchronous teaching, learning and assessment; platforms to support collaborative content creation and deliver virtual classes; the use of hashtags in teaching and collaborative learning.

6. COLLABORATION
Collaborating with colleagues

The basics of simple collaboration using cloud services such as Dropbox and creating shared documents.

Share, collaborate, improve - part 1
This module looks at digital technologies can support collaboration and simplify workflow between teams and colleagues.

Discover module

Share, collaborate, improve - part 2
This module extends this to explore ways to inspire and enable learners and teaching colleagues to work together to create imaginative resources, materials and activities for teaching, learning and assessment.

Discover module

The activities explore the purpose, value and benefits of sharing and collaborating.

Further resources include: Periscope, Skype, Blended learning consortium. Excellence Gateway resources, Yammer, SharePoint, 360, Teams, Box, Creative Commons, Google drive, Dropbox, Slack, Evernote.
7. COMMUNICATION

Communicating and sharing 1 (EDS)
This module looks at creating, editing and using contacts, sending and receiving on-line communications, making video calls.

Discover module

Communicating and sharing 2 (EDS)
This module covers modes of online communication, using social media, communicating to different audiences.

Discover module

There are no Enhance DTP EdTech modules to date on the fundamental issues of communication. Most teachers – but not all given the disparity of the sector – will have well-established and sophisticated communications media for use with learners and colleagues, ranging from email and text through to forums and video conferencing.

These two Essential Digital Skills (EDS) modules offer a very straightforward and practical guide to online communications. Designed for teachers of essential digital skills at relatively low academic level, they are nonetheless a very good guide to the technology and to the pedagogy around its use.

The modules include teaching tips, assessment questions and structures activities for learners.
8. BEING ONLINE

Netiquette
This module looks at the rules of acceptable behaviour online for all users.

Protecting privacy (EDS)
This module overs the importance of privacy, legal rights, responsibilities and remedies, plus how to protect your identity and personal data.

Protecting data (EDS)
This module looks at online risks including malware, hacking and protecting data.

These EDS modules offer extensive information, advice and guidance around a whole range of practical issues which are particularly valuable if you are spending time online outside the technical ringfence of work. They offer advice around protecting yourself from harm and getting the best possible experience online.

The modules include teaching tips, assessment questions and structured activities for learners.

(Modules continued below)
8. BEING ONLINE

Being responsible online (EDS)
This module examines how to behave safely, responsibly and lawfully online.

Digital wellbeing (EDS)
This module looks at ways to minimize physical and psychological stress online and promote wellbeing.
9. REFLECTION

As you put into the practice the lessons of each module and adapt them to your learners’ context and needs you will want to reflect upon how well it worked, what you achieved and how you can get more from it next time.

You may also want to share your learning with colleagues, discuss the outcomes and experience and further develop the possibilities and potential for improvement.

Some questions to consider

► What worked well?
► What would you do differently next time?
► What can you share with colleagues?
► What more do you need to know to get the best out of this?

Finally, there is great scope here to direct creativity, imagination and innovation into your teaching and learning practice. The Digital Teaching Professional Framework (DTPF) offers a clear structure to scaffold this development.

Of particular practical value is the SAMR model of development, created by Dr Ruben Puentedura, to be found in the full reference guide for the DTPF, in Appendix B, pp 76 – 82.

This offers a methodology for improving the impact and outcomes of teaching and learning by better understanding the opportunities and possibilities of EdTech to enhance and transform your practice.