THE GUIDE TO EDTECH AND ESSENTIAL DIGITAL SKILLS TRAINING TO SUPPORT REMOTE WORKING

Supporting teachers and trainers to deliver teaching online
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Table of Contents</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Approach</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Getting Started</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Planning and Preparation</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Creating Content</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>VLE</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Assessment</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Webinars</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Finding Content</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Some basic techniques</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Accessibility, diversity and inclusion</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Games and gamification</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Planning</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Preparation</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Planning and Preparation</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Finding Content</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Improving feedback</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Using e-portfolios</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Supporting learners with low-level literacy skills remotely</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Collaborative learning</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Supporting learners in VLEs</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Enhance your powers of critical reflection</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Webinars</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Delivering through a virtual classroom</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Adapting content quickly to deliver online</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Supporting learners remotely</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Supporting learners remotely</td>
<td></td>
</tr>
</tbody>
</table>
INTRODUCTION

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). There will soon be 175 modules covering all 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) to deliver new qualifications for the digital entitlement for adults with no or low digital skills 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.

In addition, the Guide now includes details of a selection of webinars recorded in 2020 to support remote teaching and learning.

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.
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 online.

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]

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]

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.

Further resources include articles and guidance relevant to the model and to the changing role of the classroom over time.

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.

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

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

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

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

**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.

**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.

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

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.

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.
Discover module >

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’.
Discover module >

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

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.
4. VLE

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.

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

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.
3. 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

4. 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

5. 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.
6. COLLABORATION

Collaborative learning

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
  This module describes synchronous activity and looks at using video conferencing with workplace learners and to deliver remote learning.
  Discover module

- Collaborating with learners synchronously - part 2
  This module flags up some of the challenges and associated solutions around synchronous learning.
  Discover module

- Collaborative learning activities for online courses
  This module looks at creating and embedding collaborative learning activities into your practice and sharing them with colleagues.
  Discover module

- Using hashtags
  This module looks at using hashtags as a practical device to support learners collaborative work with some thought provoking examples.
  Discover module

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 EnhanceDTP 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.

Discover module →

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

Discover module →

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

Discover module →

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.

*Discover module >*

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

*Discover module >*
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.
How can you make virtual classrooms work in practice? This webinar explores how tools that are commonly available in webinar software can be used to create different pedagogical approaches for online delivery.

Being aware of the tools available within virtual classrooms helps you to plan sessions where learners can engage and collaborate.

**Aim**
To support practitioners in their use of virtual classrooms to deliver learning.

**Objectives**
- Introduction to the tools commonly available in virtual classrooms
- Experience of an online mini session and pedagogical approaches
- The Enhance Digital Teaching Platform and supporting modules

**Duration**
43 minutes

**Webinar Index**
- Start
- A mini session and pedagogical approaches
- Common tools in virtual classrooms
- EnhanceDTP

**Suggested supporting modules:**
- **Engaging Learners:** Design for active learning (B1)
- **The digital teacher:** New forms and formats for Blended Learning (B3)
- **Collaborative learning:** Collaborating with learners synchronously - Part 1 (C3)
- **Collaborative learning:** Collaborating with learners synchronously - Part 2 (C3)
- **Accessibility:** Creating inclusive content: Principles (F1)
- **Accessibility:** Creating inclusive content Practice (F1)
- **The digital teacher:** Dealing with technical problems with digital technology (C2)
- **The digital teacher:** Extending your digital skills (G1)
10. WEBINARS
Adapting content quickly to deliver online

How to take a class presentation (PPT) and quickly adapt it for online use, including audio, video and the use of notes to help learners access all the extra information normally given in class. It also explores how to combine tools (Nearpod with Skype/Zoom or Teams) to make structured but interactive online sessions using a presentation as a starting point.

Aim
To show how existing content can be quickly adapted for delivery online.

Objectives
- Turn PowerPoint into a self-learning tool with audio and notes
- Turn PowerPoint into a self-learning tool with screen capture software
- Use tools such as Nearpod together with Skype/Zoom/Teams to deliver structured lessons
- The Enhance Digital Teaching Platform and supporting modules

Duration
47 minutes

Webinar Index
- Start
- Using subtitles on presentations
- PowerPoint with audio and video
- PowerPoint with screen capture videos
- Giving without taking away
- Using presentations in Nearpod to deliver lessons
- EnhanceDTP

DTPF Competency
- A2: Designing and adapting activities
- B1: Using teaching and learning content with learners
- F1: Accessibility
- F2: Equality and diversity

Suggested supporting modules:
- Creating content: Adapt and edit content (A2)
- Mobile learning: Designing mobile-friendly learning (B1)
- Accessibility: Accessibility and the law: Getting it right (F1)
- Accessibility: Creating inclusive content: Principles (F1)
- Accessibility: Supporting special learning needs (F2)
- Dealing with difference and diversity: Adapting content to your audience (F2)
10. WEBINARS

Supporting learners with low-level literacy skills remotely

Introducing practical approaches to supporting learners with low level (Pre-entry to Entry 3) literacy skills. Sarah Simons teaches in both a college and an Adult Community Learning context in an Adult Community Learning context to a wide range of learners, including those with complex needs and specific learning difficulties, including dyslexia. Sarah Simons shares how she has adapted her practice to remote delivery. Within the webinar, we explore how digital technologies have supported learning and how Sarah has adapted her approaches to the needs of individual learners.

**Aim**
To help practitioners to support their learners with low-level literacy skills when learning remotely.

**Objectives**
- Identify ways to accommodate a learner’s digital context
- Identify ways to accommodate different levels of digital skills
- See how one practitioner adapted their practice to deliver remotely
- Be aware of digital tools that support low-level literacy skills remote delivery

**Duration**
74 minutes

**Webinar Index**
- Start
- Considerations when supporting learners with low literacy remotely
- Activity - The Matchbox challenge (includes Flipgrid)
- Activity - Writing sentences (includes interactive spreadsheet)
- Activity - Having fun and staying connected (includes QR codes)
- Activity - Scaffolding letter (differentiated in Word)
- Further resources and questions

**DTPF Competency**
- A3: Support for learning and support activities including initial assessment
- E1: Assessment and feedback strategies
- F1: Accessibility
- F2: Equality and diversity

**Suggested supporting modules:**
- **Digital assessment:** Supporting and evidencing learning using digital media (E1)
- **Accessibility:** Accommodating the learner’s digital context (F1)
- **Accessibility:** Equitable access to digital technologies (F1)
- **Dealing with difference and diversity:** Accommodating different levels of digital skills (A3)
10. WEBINARS
Enhance your powers of critical reflection

With online teaching and learning being a new environment for many teachers, it is important to begin to understand how effectively your practice is developing. In this session, we explore how collaborative critical reflection with colleagues can help you identify successes and challenges, reflect on them and develop strategies for improvement.

**Aim**
To support practitioners to use collaborative critical reflection to improve their practice.

**Objectives**
- To raise awareness of how critical reflection can empower teachers and trainers to improve their practice.
- Define critical reflection and its purpose
- Describe a model of critical reflection
- Outline the benefits of reflecting and working collaboratively with peers to improve practice and to benefit learners
- Suggest some success factors for collaborative working
- Identify some next steps for professional learning and development

**Duration**
80 minutes

**Webinar Index**
- Start
- How are you developing your practice?
- What is critical reflection?
- Activity with sample reflections
- Reflections actions and integrity
- The “joint practice development” approach
- Tools and further reading
- Crowdsourced wisdom
- The Enhance Digital Teaching Platform - training and reflection opportunities

**DTPF Competency**
A2: Designing and adapting activities
A4: Communication and collaboration with and between colleagues
G1: Self-assessment and reflection
G2: Progression and CPD: strategies to develop digital skills and pedagogy

**Suggested supporting modules:**
- Digital practice: Recording teaching sessions (A2)
- Collaborative practice: Share, collaborate, improve - part 1 (A4)
- Collaborative practice: Share, collaborate, improve - part 2 (A4)
- The digital teacher: Being confident (G2)
How do we support learners suddenly faced with learning independently online? This webinar looks at tools that build a route through learning content and provide offline support to learners. The session uses Moodle to demonstrate features within a VLE to support online learning and looks at the use of tracking, conditional statements, glossaries and forum.

**Aim**
To support practitioners to use tools with Moodle to build a route through the learning content and to provide offline support to learners.

**Objectives**
- Introduction to the tools commonly available in VLEs
- The Enhance Digital Teaching Platform and supporting modules

**Duration**
59 minutes

**Webinar Index**
- Start
- A look at tools in VLEs that can be used to support learners
- Forums
- Glossaries
- Providing support through instructions and layout
- How do you know learners are learning?
- How do you stop learners from rushing through activities?
- How do learners and teachers track progress?
- Finding online support

**DTPF Competency**
- B1: Using teaching and learning resources with learners
- B3: Teaching context blended learning
- F2: Equality and diversity
- G3: Practitioner and learner

**Suggested supporting modules:**
- Connected and effective: Supporting learners online (B3)
- VLE: Supporting and guiding learners with a VLE (B3)
- VLE: Embedding content into VLEs to improve learning (B1)
- Accessibility: Supporting special learning needs (F2)
- Digital literacy: Netiquette (G3)