



# ENHANCE DIGITAL TEACHING PLATFORM

Your 60-Minute Starter Pack  
for EdTech Training

# TABLE OF CONTENTS

## 3 Introduction

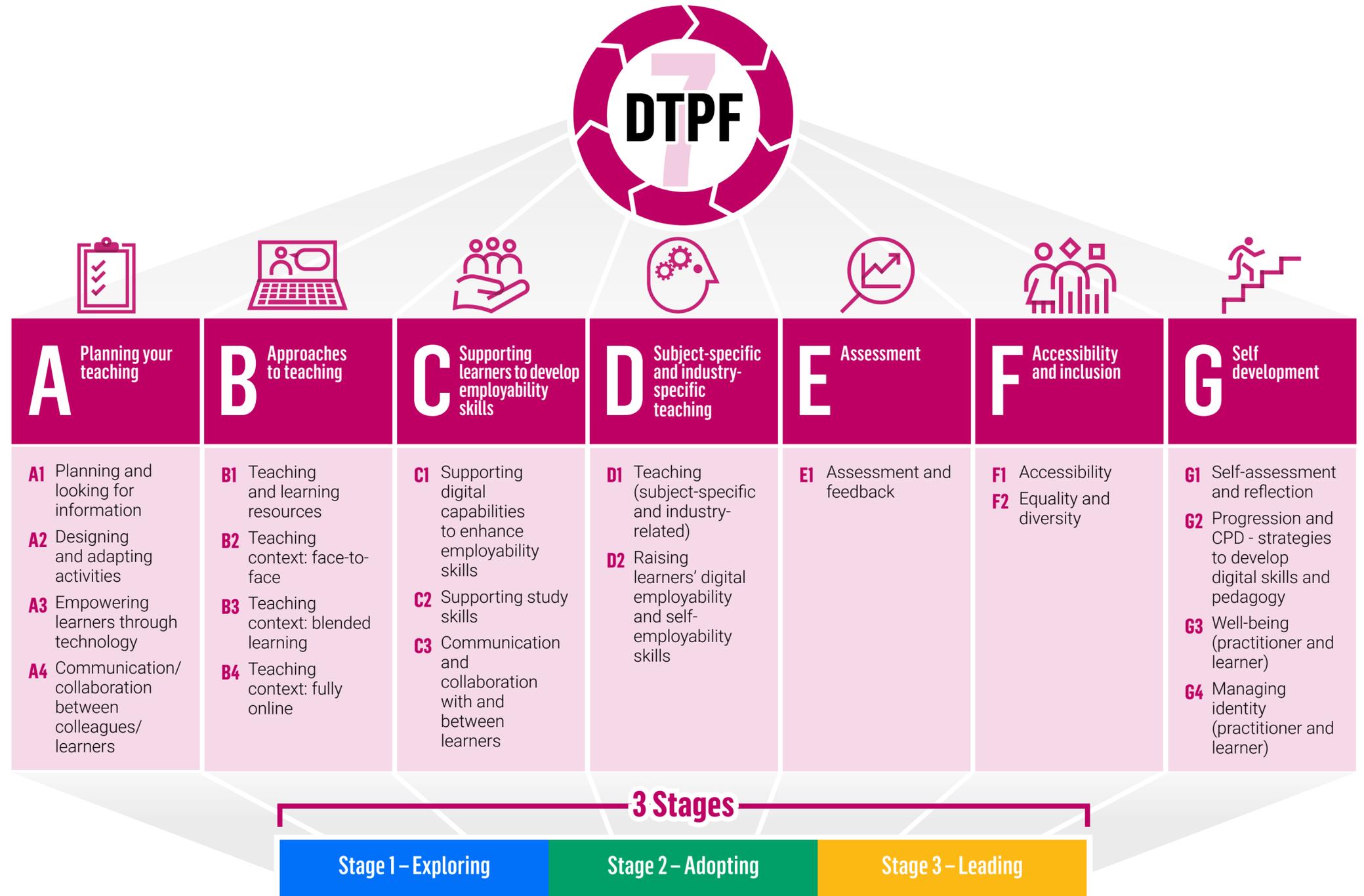
## 4 Modules mapped to the Digital Teaching Professional Framework (DTPF)

- 4 DTPF competency A: Planning your teaching
- 5 DTPF competency B: Approaches to teaching
- 6 DTPF competency E: Assessment
- 6 DTPF competency F: Accessibility and inclusion
- 7 DTPF competency G: Self development

# INTRODUCTION

This guide has been designed to help teachers and trainers who are just starting out with use of educational technology (EdTech). You will find details here for 12 free-to-access, bite-size training modules on the Enhance Digital Teaching Platform. They have been selected to give you a good overview of the basics. Each module is only five minutes long so if you do them all it will take you 60 minutes.

The training has been developed by the Education and Training Foundation (ETF), the workforce development body for the FE and Training sector. The modules are all mapped to the ETF's national competency framework for EdTech, the Digital Teaching Professional Framework (DTPF), so you can track your learning through three stages of learning – Exploring (starter), Adopting (intermediate), Leading (advanced) and see how to progress. All the modules referenced here are at the 'Exploring' stage and cover competencies A, B, E, F & G in the DTPF. The [interactive DTPF diagram](#) on the Enhance Digital Teaching Platform shows the training available covering all of the competencies.



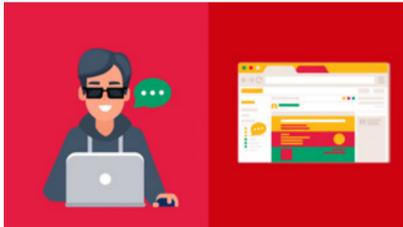
# MODULES MAPPED TO THE DIGITAL TEACHING PROFESSIONAL FRAMEWORK (DTPF)

## DTPF competency A: Planning your teaching

Module name and link	Description	DTPF competency	Category
 <p><b>Finding digital resources online</b></p> <p><a href="#">Discover module &gt;</a></p>	<p>The web is awash with sources of information and resources to support teaching and learning.</p> <p>This module looks at ways to organise your search practice.</p>	A1 : Planning and looking for information - how can technology best support your planning?	Creating Content: Fundamentals
 <p><b>Creating content: adapt and edit content</b></p> <p><a href="#">Discover module &gt;</a></p>	<p>This module looks at adapting and editing existing learning materials, your own or resources you found online, for a different learning purpose.</p> <p>Creating new resources from old can extend the life of learning materials and is a time-efficient approach to meeting the needs of different learners.</p>	A2 : Designing and adapting activities	Creating Content: Fundamentals
 <p><b>Share, Collaborate, Improve (Part 1)</b></p> <p><a href="#">Discover module &gt;</a></p>	<p>Digital technologies have a particular value in their ability to be shared over distance and then viewed and worked on at different times.</p> <p>This allows content and resources to be adapted, improved, questioned, have examples added, have gaps and other incompletions filled, and so on, completed at times to suit those who want to learn and teach.</p> <p>Teachers can support each other in creating learning resources and students can share and develop mutual understanding and personal learning.</p> <p>Digital technologies make it easy to:</p> <ul style="list-style-type: none"> <li>▶ find out what colleagues are doing in their teaching</li> <li>▶ share good practice and learning objects and resources</li> <li>▶ work together to create and adopt new materials.</li> </ul>	A4a : Communication and collaboration with and between colleagues	Collaborative Practice

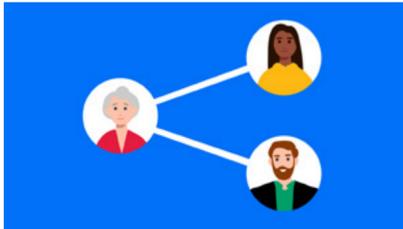
# MODULES MAPPED TO THE DIGITAL TEACHING PROFESSIONAL FRAMEWORK (DTPF)

## DTPF competency B: Approaches to teaching

Module name and link	Description	DTPF competency	Category
 <p><b>Learning benefits of text to speech</b></p> <p><a href="#">Discover module &gt;</a></p>	<p>This module explores the use of spoken text through devices such as e-readers and eBooks to overcome barriers to learning for a range of learners, not only those with a sight impairment.</p>	B1a : Using teaching and learning resources with learners	Accessibility
 <p><b>Designing mobile-friendly learning</b></p> <p><a href="#">Discover module &gt;</a></p>	<p>Well-designed mobile learning activities can deliver a range of benefits to learners.</p> <p>This module will look at two scenarios that describe the advantage of good design and the issues that can constrain it.</p>	B1a : Using teaching and learning resources with learners	Mobile Learning
 <p><b>Exploring ownership, copyright and IPR</b></p> <p><a href="#">Discover module &gt;</a></p>	<p>Copyright and other intellectual property rights (IPR) set up legal restrictions on the conditions of use of publications, images, designs and any other works created by an identifiable author. This module looks at the implications of copyright for teaching and learning. It forms a pair with the module <i>Using Creative Commons</i>.</p>	B1b : Sharing teaching and learning resources with colleagues	Digital Literacy
 <p><b>Planning for teaching with technology</b></p> <p><a href="#">Discover module &gt;</a></p>	<p>An increasingly important definition views learning as a change in long-term memory. Theories of effective teaching and learning focus on enabling the progressive acquisition of knowledge by learners.</p> <p>This module looks at Barak Rosenshine's widely used <i>Principles of Instruction</i>. They offer a research-based framework for planning and delivering learning that can also be used to guide a teacher's choice and application of technology in face-to-face learning.</p>	B2 : Teaching context: face-to-face	The Digital Teacher

# MODULES MAPPED TO THE DIGITAL TEACHING PROFESSIONAL FRAMEWORK (DTPF)

## DTPF competency B: Approaches to teaching

Module name and link	Description	DTPF competency	Category
 <p><b>Delivering effective learning with technology</b></p> <p><a href="#">Discover module &gt;</a></p>	<p>The best basis for improving practice is evidence from research. This often just confirms our own experience.</p> <p>This module looks at metacognitive strategies and considers how technology might support their introduction into learning.</p>	<p>B2 : Teaching context: face-to-face</p>	<p>The Digital Teacher</p>

# MODULES MAPPED TO THE DIGITAL TEACHING PROFESSIONAL FRAMEWORK (DTPF)

DTPF competency E: Assessment & DTPF competency F: Accessibility and inclusion

Module name and link	Description	DTPF competency	Category
 <p><b>Improving feedback using written digital communication tools</b></p> <p><a href="#">Discover module &gt;</a></p>	<p>Written text remains the most common way of providing feedback to learners on their outcomes and performance in assessment.</p> <p>Many digital tools are now available for creating and delivering written feedback in different formats and media, annotating, overwriting, converting speech to text, automatically responding, filling in comments and doing more besides.</p> <p>This module looks at how you can use these to improve written feedback.</p>	<p>E1a : Assessment and feedback strategies</p>	<p>Digital Assessment</p>
 <p><b>What is assistive technology?</b></p> <p><a href="#">Discover module &gt;</a></p>	<p>This module explores the range of accessibility assistance, from common mainstream software, apps and tools, through to the specialist or bespoke technology for complex individual needs, and its implications for teaching and learning practice.</p>	<p>F1 : Accessibility</p>	<p>Accessibility</p>

# MODULES MAPPED TO THE DIGITAL TEACHING PROFESSIONAL FRAMEWORK (DTPF)

## DTPF competency G: Self development

Module name and link	Description	DTPF competency	Category
 <p><b>Digital well-being for all (Part 1)</b></p> <p><a href="#">Discover module &gt;</a></p>	<p>When we go online we build up, piece by piece, online identities that can have positive and negative outcomes for our well-being, our sense of self-worth and for our future prospects, all based on how others react and respond to our activity. Each time we contribute to the web, we add to an online identity.</p> <p>In this this module we will explore awareness of how digital technologies can negatively affect well-being. In <i>Digital well-being for all (Part 2)</i> we will go on to explore strategies for managing reputation. In <i>How to tread a positive digital footprint</i> we will look in more detail at digital footprints.</p>	<p>G3 : Well-being: practitioner and learner</p>	<p>Digital Wellbeing</p>
 <p><b>How to tread a positive digital footprint</b></p> <p><a href="#">Discover module &gt;</a></p>	<p>Each time we contribute to the web, in public spaces and in private spaces we share, we leave a trail for others to find.</p> <p>The modules <i>Digital well-being for all (Part 1)</i> and <i>Digital well-being for all (Part 2)</i> explored how this is done and how we might manage it for the best outcomes.</p> <p>In this module, we will explore awareness of how digital technologies can negatively affect well-being.</p>	<p>G4 : Managing identity: practitioner and learner</p>	<p>Digital Wellbeing</p>

**THANK YOU**

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