

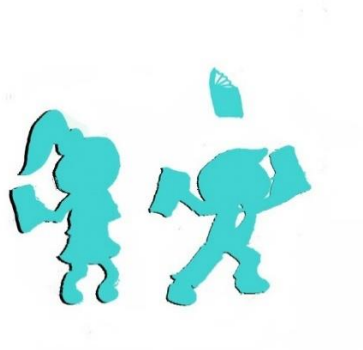
# DIGITAL & TECHNOLOGY LITERACY

## EXECUTIVE SUMMARY

FIRST LEARNING, TEACHING AND TRAINING ACTIVITY

22-26 FEBRUARY 2016

LORDELO, PORTUGAL



## SUMMARY

The first learning, teaching and training activity of the six partner schools took place 22-26 February 2016 in Lordelo, Portugal. 15 students and twelve teachers gathered to develop their digital and technology skills. They spent five days together in order to carry out the following activities:

1. General concepts of digital and technology literacy
2. Netiquette and e-safety
3. E-Twinning
4. How to build a website and an e-CV
5. How to create music digitally
6. Future classroom lab
7. Student round-tables
8. Furniture industry
9. The project e-book and website
10. Dissemination activities

The students liked the activity a fair bit. They got along very well, had fun working together on various tasks, developed their intercultural and language skills, as well as enjoyed the friendly and upbeat atmosphere of the host school – CFPIMM.

The students gained a better understanding of the (ab)use and the risks of the Internet. They also practiced designing simple webpages at <http://mobirise.net/> and composed music at <https://www.ujam.com/>.

The 15-19-year-olds found out how a training centre and a furniture factory work in real life. Not less importantly, they practiced working as a team who have to construct new knowledge by using ICT for learning. They therefore grew more independent, self-confident and responsible.

The teachers highly appreciated the input of the host school and their friendly staff. Many said this activity effectively taught them how to run a similar event in future. As well as that, the teachers thoroughly discussed the digitalization of schools and the methodology promoted in [the 21st Century Learning Design](#) by Microsoft Partners in Learning.

It was suggested, however, that only guest speakers with excellent English skills should be invited, to avoid confusion and miscommunication next time. Also, the instruction should be practical rather than theoretical. Another idea was to have the students and teachers thoroughly prepare for the activity at home, so the time together would be more efficient. Still another proposal was to avoid overloading the programme with too many skill building activities so the (inter)cultural part would receive more attention.

All participants, being flexible, open-minded and highly motivated, agreed that they were very good at intercultural interaction. The first learning, teaching and training activity was a perfect example of a true European initiative.

### *GENERAL CONCEPTS OF DIGITAL AND TECHNOLOGY LITERACY*

Technology influences learning in three significant ways. Firstly, it encourages the 21st century skills to be incorporated into the mainstream of school curriculum, instruction and assessment. Secondly, it serves as a bridge to more engaged, relevant, meaningful, and personalized learning. Thirdly, it helps the learner to make more informed decisions via timely and meaningful data. Generally, technological literacy is regarded as the knowledge about what technology is, how it works, what purposes it can serve, and how it can be used efficiently and effectively to achieve specific goals.

[Technologically literate students and teachers](#) understand the nature of technology systems and can use these systems proficiently. They use technology in a positive and ethical way in both social and personal contexts. They use different forms of technology tools for creative purposes, and they are able to communicate their ideas worldwide. For them, technology is a way to successfully access, evaluate, process and synthesize information widely available everywhere. Also, technology helps them see the connection between theory and real-world problems.

Digital literacy can be defined as “(t)he ability to locate, organize, understand, evaluate, and create information using digital technology”(E-safety Support). [Brianna Crowley](#), in turn, refers to digital literacy as “having the knowledge and ability to use a range of technology tools for varied purposes.” She adds that digitally literate people are those who “can use technology strategically to find and evaluate information, connect and collaborate with others, produce and share original content, and use the Internet and technology tools to achieve many academic, professional, and personal goals.”

Crowly rejects the idea of students being ‘digital natives’ and claims that “students are no more literate with devices than their so-called digital immigrant parents”. Moreover, she recommends creating a digital literacy curriculum that defines essential skills and steps for helping students navigate their devices, as well as takes into account the students’ stage of development. Crowley underlines the importance of healthy habits and attitudes when using technology, as well as understanding the benefits, dangers and opportunities technology provides.

## NETIQUETTE AND E-SAFETY

### 10 Netiquette rules

REVIEW	Review, proofread and plan your communication.
ALL CAPS	Refrain from using all capital letters in correspondence.
TRUTH	Tell the truth.
BE YOURSELF	Act as you do in reality. Be on your best behaviour.
FLAMES (INSULTS)	Refrain from posting or responding to inflammatory material, flames.
SPAM	Refrain from sending unsolicited messages or responding to them.
MESSAGES	Be conservative in messages you send and liberal in what you receive.
REPLY	Send messages within an appropriate time frame.
SECURE SITES	Use secure websites whenever possible.
DISCRETION	Use discretion, your best judgment.

### E-Safety

According to the presentation by Mr Valente, the ‘digital’ has become real, but it has brought along real life risks, such as impersonation, phishing, predators and fake friends. Valente suggests being always updated, well-protected and well-informed. Valente warns against social engineering, spam and phishing, risky ads, pop-ups and downloads, free software, file sharing, webcams and unprotected connection protocols. He adds that a person’s digital safety, in fact, fully depends on their online behaviour. Valente concludes that all internet users should always keep watching their digital footprint.

[www.targaltinternetis.ee](http://www.targaltinternetis.ee)  
[www.sikkertinternet.dk](http://www.sikkertinternet.dk)

[www.seguranet.pt](http://www.seguranet.pt)  
[www.chaval.es](http://www.chaval.es)

[www.sigur.info](http://www.sigur.info)  
[www.gig.org.tr](http://www.gig.org.tr)

## E-TWINNING

- an initiative of the European Commission that was launched in 2005
- provides infrastructure (online tools, services, support)
- promotes school partnerships to develop collaborative, pedagogical school projects in any subject area with the sole requirements to employ ICT
- encourages teachers' collaboration across European countries
- offers the eTwinning Portal ([www.etwinning.net](http://www.etwinning.net)) in twenty-five languages
- supports building social capital and networking
- brings fivefold benefits for teachers: making new friends and networking across Europe; acquiring new or improved ICT skills; making a positive impact on their students' skills or motivation to learn; engendering a sense of involvement in an international teaching community; improving foreign language skills
- helps students to improve their collaborative and team working skills, as well as learning about other cultures

According to [the European Commission](#), eTwinning success depends on several aspects:

Enablers	Obstacles
Professional development	Lack of time
Good ICT infrastructure and adequate skills	Non-conducive school environment
National status and recognition for teachers and schools	Lack of ICT infrastructure
	Lack of support from colleagues
	Lack of flexibility of the curriculum
	Lack of appreciation for e-Twinners' efforts (extra time to run the projects is not recognised or rewarded)

## HOW TO BUILD A WEBSITE AND AN E-CV

### Website

According to the professional web designer [Tom Jodzio](#), there are five ways to build a website: free builders, template websites, WordPress websites (blog/cms), D.I.Y. and professional web design. Free website builders, such as VodaHost or Network Solutions, are quick and easy for building a few-page website, but they restrict the user's choices concerning design, content and functionality. Template websites, such as HomeStead or Monster Template provide pretty good quality, but are quite complicated for an amateur to customize. WordPress websites offer the best content management system (CMS), are free, easy to use and great at search engine optimization (SEO). Tom Jodzio lists eight steps to building a website: domains, hosting, WordPress, themes, theme modification, content layout, plugins and extras, search engines.

### E-CV

The three common types of CVs are the chronological CV, the functional CV and the combined CV. [Jobscan blog](#) lists some good, free online resume builders:

- SlashCV at <http://www.slashcv.com/>
- Resumonk at <https://www.resumonk.com/>
- VisualCV at <https://www.visualcv.com/>
- CV Maker at <https://cvmkr.com>
- My Perfect Resume at <https://www.myperfectresume.com/>
- ResumUP at <http://resumup.com/>
- LiveCareer at <https://www.livecareer.com>
- ResumeGenius at <https://resumegenius.com/>

## HOW TO CREATE MUSIC DIGITALLY

[wikiHow](#) suggests taking the following steps:

- Get access to a computer.
- Access a digital audio workstation (or DAW).
- Get an audio interface.
- Start recording.
- Check out the synthesizers.
- Check out the synthesizers.
- Check out the synthesizers.
- Mix your song.
- Try to keep things off the centre.
- Practice, practice, practice

## FUTURE CLASSROOM LAB

According to Mrs Medeiros and Mrs Alves, the future classroom approach suggests that the teachers should rethink teaching and learning as such, and they should develop collaboration, critical thinking, communication, creativity in their students. There are a number of innovative online tools available for teachers to engage their students in modern learning activities:

TEAMUP available at <http://teamup.aalto.fi/>

SOCRATIVE available at <http://socrative.com/>

AURASMA (augmented reality) available at <https://www.aurasma.com>

EUROPEAN SCHOOLNET available at <http://www.eun.org>

FUTURE CLASSROOM TOOLKIT available at <http://fcl.eun.org/toolkit>

PADLET available at <https://padlet.com/>



## STUDENT ROUND-TABLE DISCUSSIONS SUMMARISED

[David Greenfield](#) from The Center for Internet and Technology Addiction

describes Internet abuse as:

- spending an excessive amount of time in online chat rooms
- becoming more depressed or lonely as they spend more time online.
- hiding information from friends, or family, regarding the amount of time and/or your activities on the Internet
- finding the anonymity of online interactions to be more stimulating and satisfying than your real-time relationships
- finding it difficult to stop logging onto the Internet and feel compelled to do so on a daily basis.
- experiencing guilt or shame about your use of the Internet.

The students describe Internet abuse as:

- using the Internet in a wrong way
- cyber-bullying, piracy, predators, gaming ...
- choosing the Internet over one's life needs

The students recommend that the teachers should:

- give their students the tools and teach them how to use these tools, but then leave the students their freedom
- stop (ab)using the PowerPoint
- carefully choose why, when and how they have their students use technology for homework
- never use technology as a substitute for their teaching
- bear in mind that technology cannot replace real knowledge
- focus on expertise in their subject matter

The students regard the alleged confrontation between ‘digital native’ and ‘digital immigrant’ as rather irrelevant.

- Both teachers and students can be considered ‘digital immigrants’ because no one can ever know all the new devices, applications and programs that are created every day.
- Technology cannot interfere with real knowledge, anyway.
- A digitally competent person may have the best teaching skills, but not all ‘digital immigrants’ are capable and/or willing to pick up the new information provided.

The students claim that a teacher’s attitude is much more important than their expertise in technology. In fact, a good teacher is someone who:

- communicates a lot with students
- is funny
- is available
- pays attention to students
- likes to teach
- collaborates with students

## FURNITURE INDUSTRY

The participants visited the AMClassic furniture factory and enjoyed a highly educative tour carried out by Mr. Silva. The students and teachers learned about various stages of furniture production, innovative technologies used and marketing strategies practiced.

Another memorable presentations was delivered by the adult learners at CFPIMM. The participants were truly impressed to see how a school like CFPIMM can give people a new opportunity to change their lives, complete their education and start working again.

## THE PROJECT E-BOOK AND WEBSITE

### Website

An [effective website](#) has the following qualities:

- Appearance: colour, text (fonts and font size), meaningful graphics, quality photography, simplicity
- Content: short and organized copy, regular updates, speaking directly, writing well (factual information, summaries and the inverted pyramid style, hypertext, graphics and text complementing one another)
- Functionality: every component of the site working quickly and correctly (hyperlinks, contact forms, site search, event registration, etc.)
- Website usability: fast-loading pages, minimal scroll, consistent layout, descriptive link text, cross-platform/browser compatibility
- Search engine optimization: plenty of written content in HTML format, using important keywords frequently and appropriately, keeping one's HTML code clutter-free, minimizing the use of tables, using Cascading Style Sheets for layout and positioning, leveraging one's links (making them descriptive and using keywords in the link text)

### E-book

1. We are going to write about the six topics we're working on.
2. Our target readers will be all other teachers and students interested in a positive change in education, home and Europe wide.
3. We are going to write about things our audience cares about.
4. We are going to write the book collectively.

## DISSEMINATION ACTIVITIES

The participants reviewed their activities so far and decided to go on disseminating for awareness, understanding and action. The channels suggested were school radio programmes, newspapers and magazines, teacher round-tables, poster presentations, open classes, seminars and workshops.

The partner schools reported on their dissemination activities as follows:

<p><b>Denmark:</b> School website, newspaper articles, Erasmus+ display, student presentations, teacher round-table discussions, networking with other international coordinators of KA2-projects, Facebook (pictures and movie)</p>	<p><b>Estonia:</b> Poster presentation(s), school newspaper article(s), colleague-to-colleague round-tables, school website, local media, mouth-to-mouth promotion, student opinion articles “Digital devices in my life”</p>
<p><b>Portugal:</b> School newsletters and magazine, national network of vocational schools, leaflets, informing other teachers and trainees</p>	<p><b>Romania:</b> Local government, other schools, and teachers’ meetings (regionally), local newspapers, educational authorities</p>
<p><b>Spain:</b> Facebook, school fairs, displays/posters in the school boards about the project and participating countries, articles in the school magazine (to be released at the end of the year), school webpage, teachers’ meetings talking about the development of the project and activities</p>	<p><b>Turkey:</b> Facebook, teachers’ meetings, local government, local newspaper, local university, parents</p>

The partner schools decided to have a session dedicated to dissemination activities at each transnational meeting together. They asked CFPIMM and Tartu Tamme Gümnaasium to go on developing the project website and e-book in close collaboration. They also suggested videoing all three learning, teaching and training activities. In addition, various other media channels were to be examined by the Spanish, Turkish and Romanian teams.

## LIST OF ACTIVITIES

1	School presentations (all)	✓
2	Hopes and fears (all)	✓
3	Project webpage (12 teachers)	✓
4	Project e-book (12 teachers)	✓
5	Netiquette and e-safety (all)	✓
6	e-Twinning (12 teachers)	✓
7	Personal webpage (all)	✓
8	e-CV (postponed)	X
9	Future Classroom Lab (all)	✓
10	Feedback (all)	✓
11	Composing music via digital devices (15 students)	✓
13	CFPIMM students performing for the participants (all)	✓
14	CFPIMM at a glance (all)	✓
15	Adult learners at CFPIMM (all)	✓
16	Visiting a local furniture factory (all)	✓
17	Cultural study trip to Porto (all)	✓

### ROUND-TABLES

#### Teachers (12)

1	Dissemination	✓
2	Risk management	✓
3	e-book	✓
4	Webpage	✓
5	Planning ahead	✓

#### Students (15)

1	Internet (ab)use	✓
2	A good teacher	✓