

Modules' Outline

Lesson Plans: Module 1:

Module Title: Development of a school vision for digital transformation

Aim of the module: The main aim of this module is to support the school leadership teams to create a digital transformation plan for their schools.

Learning outcomes: Upon completion of this module, learners should be able to:

- recognize the importance of developing a digital transformation strategy in their schools
- investigate needs and gaps in regards to their school's digital transformation
- identify the components of a digital transformation plan
- develop a digital transformation plan (school vision, SMARTer objectives, actions)
- set monitoring measures to monitor and evaluate the progress of the implementation of the plan
- determine schools' strengths, weaknesses, opportunities and threats related to the digital transformation of the school
- develop strategies that build on strengths, address weaknesses, capitalize on opportunities, and mitigate threats to ensure a successful digital transformation
- ensure access to an organizational planning with a main emphasis on issues of cooperation, participation, collectivity, research and action

Module duration: 3 Hours Face to Face aprox. (2 hrs for Unit 1 / 1h for Unit 2)

Preparation/ Materials/Equipment

- Training venue with IT equipment (including computer or laptop and projector)
- A computer/ laptop for the facilitator
- Internet connection
- Projector
- Sign-in sheet

- Laptop or computer for each participant/ group
- A notebook and pen for each participant
- Flipchart and marker

Resources

- DigiLEAD project (2022). *IO1: TOOLKIT*. Available at: https://digilead-project.eu/wp-content/uploads/2022/12/DigiLEAD_Toolkit_EN.pdf
 - Chapter 2: Creating a school vision and setting strategic objectives
 - Chapter 8: Timelines, scheduling and ongoing monitoring
 - Chapter 9: Continuous evaluation and support
 - Chapter 3: Conducting a SWOT analysis for the school
- DigiLEAD project (2022). *IO1: TOOLKIT*. Available at: https://digilead-project.eu/wp-content/uploads/2022/12/DigiLEAD_Toolkit_EN.pdf
 - chapter 3
- Excel file for group working: DigiLEAD-SWOT analysis production_v2.xlsx.

Unit 1: Creating a successful digital transformation strategy

No	Topics and Sub-topics/Learning activities	Duration	Training methods	Materials/ Equipment Required	Handouts and Activity sheets
1	<p><u>Definition and importance of a school vision/ main challenges</u></p> <p><u>Brainstorming session & discussion</u></p> <p><i>What is a school vision?</i> <i>Why is it important for the school's digital transformation plan?</i> <i>Which are the main challenges in creating and implementing a school vision?</i></p> <p>The facilitator provides all groups with the link to a padlet and explains the activity:</p> <ul style="list-style-type: none"> • In their groups, participants reflect on the questions above. • The groups assign a representative to note their thoughts on the padlet and present them in plenary. • After 10 minutes, the facilitator shows the padlet on the projector and asks each group to elaborate their thoughts (discussion in plenary). <p>Then, the facilitator summarizes the main ideas:</p> <ul style="list-style-type: none"> • A school vision shows where the school seeks to be in the future – its main priorities and values • It helps the school leadership team guide the whole school community (teachers, students, families, administration) towards a common direction and growth. 	20 minutes	<ul style="list-style-type: none"> • Brainstorming • Discussion • PPT presentation 	<ul style="list-style-type: none"> • Computer (Laptop) for facilitator • Internet connection • Projector • Computer/ laptop for each group or participant • Pens and notebooks for participants 	<p>Presentation (PPT_Module 1_Unit 1)</p> <p>(slides 4 - 6)</p> <p>Padlet</p>

	<ul style="list-style-type: none"> • A clear school vision helps the school leadership team know the starting and end point, the change and improvements needed, so that they can take the relevant actions and more effectively support, motivate and monitor their staff towards this direction. • Main challenges: lack of awareness, relevant skills and confidence, limited support and training, inadequate infrastructure and equipment, limited funding, no systemic approach, lack of mind-set and proactivity, low level of autonomy and flexibility of school leaders. 				
2	<p><u>Creating a school vision and setting strategic objectives</u></p> <p>A. <u>Theoretical background</u></p> <p>In this part, the facilitator provides participants with some theoretical knowledge on how to set a clear school vision and develop SMARTer objectives and a concrete action plan.</p> <p>He/she first explains some tips for writing a clear school vision.</p> <p>Then, he/she asks participants if they know what SMARTer objective is (short discussion) and explains the acronym.</p> <p>The facilitator shows an example of a non- SMARTer objective and asks participants to think of how it can become SMARTer. After a short discussion, he/she shows the answer.</p> <p>B. <u>Activity in groups</u></p> <p>The facilitator hands-out to each group a copy of the worksheets <i>M1.U1.4a “Examples of objectives for digital transformation”</i> and <i>M1.U1.4b “Template for SMARTer objectives”</i>.</p> <p>Then, he/she explains the activity to the participants:</p>	30 minutes	<ul style="list-style-type: none"> • PPT presentation • Work in groups • Discussion 	<ul style="list-style-type: none"> • Computer (Laptop) for facilitator • Internet connection • Projector • Pens for the participants 	<p>Presentation (PPT_Module 1_Unit 1) (slides 7-12)</p> <p><i>Worksheet M1.U1.4a “Examples of objectives for digital transformation”</i></p> <p><i>Worksheet M1.U1.4b “Template for SMARTer objectives”</i></p>

- They need to choose 1 or 2 objectives from the 1st worksheet
- They make it/them SMARTer, using the template given.
- After 15 minutes, one representative per group presents the SMARTer objectives
- The facilitator encourages the exchange of ideas on how to better present the vision and action plan.

C. Suggestions on how to structure and present the school vision, objectives and action plan:

The facilitator shows the participants examples of presenting the school vision, objectives and actions to be taken, inspired by other organizations. A diagram, a pie chart or a simple excel or word table would be ideal.

The facilitator sums up. A school's action plan should include:

- a detailed description of the SMARTer objective
- the actions or tasks to be carried out to reach the objective
- the people who will be in charge of carrying out each task
- by when this task needs to be completed
- the resources needed to complete the task
- the measures to evaluate the process (KPIs)

3 Monitoring the progress of the digital transformation plan

The facilitator can start this session as follows:

An essential part of the school's digital transformation plan is monitoring – you need to set from the beginning (together with the objectives and actions) some measures to monitor the progress of your plan.

30 minutes

- Brainstorming
- PPT presentation
- Work in groups

- Computer (Laptop) for facilitator
- Internet connection
- Projector

Presentation
**(PPT_Module
1_Unit 1)**

(slides 13 -16)

A. Brainstorming

Why is monitoring the progress of the action plan important?

How can we monitor the progress?

The facilitator asks the groups to use the [padlet](#) they have already used before to reflect on these questions.

After 5 minutes, he/she shows the results on the projector and asks each group to further elaborate their thoughts, if they want to (discussion in plenary for 5 minutes).

B. Theoretical background

The facilitator explains the importance of monitoring, the definition of KPIs and some steps to follow to develop good KPIs:

- Monitoring is an essential part of the school's digital transformation plan (apart from the SMARTer objectives and actions).
- Monitoring means assessing whether and in which level the actions set in your plan are implemented and the impact/results these have on the school community.
- This helps school leaders have a clear understanding on how the action plan progresses, identify issues or delays and revisit and readjust it accordingly, if needed.
- To be able to do this, you can use KPIs in your action plan.
- What are KPIs? (the facilitator can pause here and ask participants if they know the term)
- It means Key Performance Indicators. It is objective evidence of the degree to which a performance result is occurring over time (definition by Stacey Barr). If you don't know the

- Computer/ laptop for each group
- Pens for participants

[padlet](#)

Worksheet
M1.U1.4b

evidence of your result or goal, how can you ever recognise if and when it's happening?

- Peter Drucker famously said, "What gets measured gets done."
- School leaders need to make sure each of the objectives in the action plan has KPIs.
- PuMP (Performance Measure Blueprint) is a systematic approach to help you develop good KPIs. You can have in mind 5 steps, when creating KPIs
- The facilitator can show again the example of the SMARTer goal and explain that KPIs are simply the specific numbers or percentages to be achieved in a specific time frame.
- For schools, it can be the number of seminars attended per school year per teacher, number of teachers trained per school year per subject-matter, number of new equipment acquired per school year per class, number of tools used per subject-matter per school year, percentage of students' engagement, etc.

C. Activity in groups:

The facilitator explains the group activity.

- The groups need to go back to the SMARTer objective they have worked on earlier (worksheet M1.U1.4b)
- They identify the KPIs used and try to add some more to make the objective more measurable.

4	<ul style="list-style-type: none"> • After 10 minutes, each group’s representative presents the result in plenary. • A template of a monitoring calendar they can use is provided. • The facilitator encourages any further comments <p><u>Needs analysis</u></p> <p>A. <u>Mini introduction:</u></p> <p>The facilitator can start this part as follows:</p> <p><i>In the process of developing the digital transformation plan (actually before setting up the final objectives, actions and monitoring measures), it is important for school leadership teams to first have a clear understanding of their school’s needs and gaps in relation to digital technologies. A good step would be a needs analysis.</i></p> <p>B. <u>Activity in groups</u></p> <p>The facilitator explains the group activity. Participants are asked to think in groups:</p> <ul style="list-style-type: none"> • Why is needs analysis important before setting objectives, actions and KPIs? • Which ways/ tools can they use to collect quantitative and qualitative data from the school community? <p>One representative per group notes the ideas down on a notebook. After 10 minutes, the facilitator encourages a discussion of the findings in plenary.</p> <p>Some ideas that can be discussed and written on the flipchart by the facilitator:</p>	20 minutes	<ul style="list-style-type: none"> • Work in groups • Discussion • Exchanging opinions and practices 	<ul style="list-style-type: none"> • Computer (Laptop) for facilitator • Internet connection • Projector • Pens and notebooks for participants • Flipchart and marker 	<p>Presentation (PPT_Module 1_Unit 1)</p> <p>(slide 17)</p> <p><i>Needs Analysis Sheet M1.U1.6</i></p>
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- Needs analysis helps school leaders identify gaps and needs and try to respond to them.
- It helps identify the areas they need to focus on– it is easier for them to set more targeted objectives and actions and more realistic KPIs
- Tools for needs analysis: questionnaires (online or in written form), interviews with teachers and school staff, focus groups or small consultative groups of 5- 10 participants, round table discussion (with school board, teachers, other school staff, parents - and even external stakeholders, such as other local or European principals, teacher unions, teacher training providers, non-governmental organisations, ICT experts), use of SWOT analysis (we will see this in the next unit of this module)

Then, the facilitator gives the participants *the Needs Analysis Sheet M1.U1.6* adapted from the SELFIE and TET-SAT tools and adjusted for the purposes of the DigILEAD project. This checklist can be used to investigate the needs and gaps in the beginning of the process (before setting the plan) and during the monitoring and evaluation of the plan. In the same worksheet, participants can also find a sample of questions they can use to gather qualitative data.

Participants go through the checklist and complete it to identify any common barriers and needs in implementing digital transformation (10 minutes).

The facilitator encourages any last thoughts or comments.

5

Monitoring & Evaluation during and after implementation period

A. Mini intro

The facilitator explains:

20 minutes

- Discussion
- Work in groups

- Computer (Laptop) for facilitator
- Internet connection
- Projector

Presentation
(PPT_Module
1_Unit 1)

- During and after the actual implementation period, constant monitoring and evaluation are important. With this process, school leaders can see if the actions initially set are being or have been implemented, if they have any results and if the school has achieved the initial objectives set.
- Feedback can be collected (using the checklist we have seen and some open-ended questions) from anyone involved in the process (internally or externally) - (e.g. teachers, students, non-teaching staff, parents and guardians) at all stages and other relevant partners (e.g. experts, local education authorities, technology providers, etc.).
- A monitoring and evaluation calendar should be kept with all the observations made and further interventions decided.
- Then, a final report can be composed with the results and any future recommendations for improvements.

B. Activity in groups

The facilitator explains the last short group activity.

- Groups are given the *Monitoring & Evaluation Sheet M1.U1.7* with the checklist and questions to collect feedback and a monitoring and evaluation calendar.
- They have 10 minutes to go through.
- Final discussion

Best practices – European Level

5 minutes

- Discussion

- Pens for participants

(slide 18)
Monitoring & Evaluation Sheet M1.U1.7

- Computer (Laptop) for facilitator
- Internet connection

Presentation
(PPT_Module 1_Unit 1)

6	<p>The facilitator presents best practices regarding the development of a digital school plan and digital learning frameworks across Europe.</p> <p><u>Conclusion – final discussion:</u></p> <p>The facilitator closes the session with a sum up of the whole process/ stages of the development and implementation of the digital transformation plan.</p> <p>Participants are asked to share any last thoughts and own experience on the topics discussed.</p> <p>Then, he/she thanks the participants for their contribution and closes the workshop.</p>	10 minutes	<ul style="list-style-type: none"> • Discussion • Exchanging opinion and practices 	<ul style="list-style-type: none"> • Projector • Computer (Laptop) • Internet connection • Projector 	<p>(Slide 19)</p> <p>Presentation (PPT_Module 1_Unit 1) (Slide 20)</p>
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Unit 2: Conducting a SWOT analysis for the school digital transformation

No	Topics and Sub-topics/Learning activities	Duration	Training methods	Materials/ Equipment Required	Handouts and Activity sheets
7	<p><u>Introduction - The Basics of SWOT Analysis</u></p> <p>Connection with the previous lesson and present the learning outcomes of the Unit.</p> <p>Ask participants:</p> <ul style="list-style-type: none"> • Have you ever performed a SWOT analysis? Are you familiar with this method? • What do you think is the purpose of SWOT Analysis? • Can you classify SWOT main factors as internal / external? 	<p>15 minutes</p> <p>(3 minutes for each question and demonstration of the official definition / answer)</p>	<ul style="list-style-type: none"> • Presentation • Demonstration • Discussion • Group Work 	<ul style="list-style-type: none"> • Computer • Internet connection • Projector 	<p>Presentation (PPT_Module1/ Unit2) (slides 21-25)</p>

	<ul style="list-style-type: none"> Do you believe that SWOT analysis will be useful for school digital transformation? What is the rationale for SWOT Analysis in school? <p>Make one question at a time. Give time for the participants to think and express their opinion before demonstrate the official definition / answer to the question.</p>				
8	<p><u>Studying SWOT Analysis section: STRENGTHS</u></p> <p>Present some basic criteria for SWOT Analysis STRENGTHS</p> <p>Encourage participants to think and discuss:</p> <ul style="list-style-type: none"> <i>You are members of your school SWOT Analysis Coordination Team. Write down at least 4 Strengths for your school digital transformation according to the above basic criteria.</i> <p>Split the participants into 2-4 groups and let them discuss their opinions first within their group and write down their opinion using the prototype excel file. Afterwards, the representative of each group presents group's work to all participants.</p>	<p>10 minutes</p> <p><i>(5 minutes for discussion and writing down school Strengths within the groups and 5 minutes for presenting them for all groups)</i></p>	<ul style="list-style-type: none"> Presentation Discussion Group Work 	<ul style="list-style-type: none"> Computer (Laptop) Internet connection Projector Excel file 	<p>Presentation (PPT_Module1/Unit2)</p> <p>(slide 26)</p>
9	<p><u>Studying SWOT Analysis section: WEAKNESSES</u></p> <p>Present some basic criteria for SWOT Analysis WEAKNESSES</p> <p>Encourage participants to think and discuss:</p> <ul style="list-style-type: none"> <i>You are members of your school SWOT Analysis Coordination Team. Write down at least 4 Weaknesses for your school digital transformation according to the above basic criteria.</i> <p>Participants work into groups they have already consisted from previous activity. We let them discuss their opinions first within their</p>	<p>10 minutes</p> <p><i>(5 minutes for discussion and writing down school Weaknesses within the groups and 5 minutes for presenting</i></p>	<ul style="list-style-type: none"> Presentation Discussion Group Work 	<ul style="list-style-type: none"> Computer (Laptop) Internet connection Projector Excel file 	<p>Presentation (PPT_Module1/Unit2)</p> <p>(slide 27)</p>

	group and write down their opinion using the prototype excel file. Afterwards, the representative of each group presents group's work to all participants. -	<i>them for all groups)</i>			
10	<p><u>Studying SWOT Analysis section: OPPORTUNITIES</u></p> <p>Present some basic criteria for SWOT Analysis OPPORTUNITIES</p> <p>Encourage participants to think and discuss:</p> <ul style="list-style-type: none"> <i>You are members of your school SWOT Analysis Coordination Team. Write down at least 4 Opportunities for your school digital transformation according to the above basic criteria.</i> <p>Participants work into groups they have already consisted from previous activity. We let them discuss their opinions first within their group and write down their opinion using the prototype excel file. Afterwards, the representative of each group presents group's work to all participants.</p>	<p>10 minutes</p> <p><i>(5 minutes for discussion and writing down school Opportunities within the groups and 5 minutes for presenting them for all groups)</i></p>	<ul style="list-style-type: none"> ● Presentation ● Discussion ● Group Work 	<ul style="list-style-type: none"> ● Computer (Laptop) ● Internet connection ● Projector ● Excel file 	<p>Presentation (PPT_Module1/Unit2)</p> <p>(slide 28)</p>
11	<p><u>Studying SWOT Analysis section: THREATS</u></p> <p>Present some basic criteria for SWOT Analysis THREATS</p> <p>Encourage participants to think and discuss:</p> <ul style="list-style-type: none"> <i>You are members of your school SWOT Analysis Coordination Team. Write down at least 4 Threats for your school digital transformation according to the above basic criteria.</i> <p>Participants work into groups they have already consisted from previous activity. We let them discuss their opinions first within their group and write down their opinion using the prototype excel file. Afterwards, the representative of each group presents group's work to all participants.</p>	<p>10 minutes</p> <p><i>(5 minutes for discussion and writing down school Threats within the groups and 5 minutes for presenting them for all groups)</i></p>	<ul style="list-style-type: none"> ● Presentation ● Discussion ● Group Work 	<ul style="list-style-type: none"> ● Computer (Laptop) ● Internet connection ● Projector ● Excel file 	<p>Presentation (PPT_Module1/Unit2)</p> <p>(slide 29)</p>

<p>12</p>	<p><u>SWOT Analysis Action Plan – Finalize SWOT Analysis</u></p> <p>Present and explain SWOT Analysis Action Plan / Process Steps</p> <p>Encourage participants to think / create/ discuss:</p> <p><i>You are members of your school SWOT Analysis Coordination Team.</i></p> <ul style="list-style-type: none"> ● <i>Prioritize the Strengths, Weaknesses, Opportunities, Threats items from your previous analysis.</i> ● <i>Create the SWOT Matrix</i> ● <i>Create SWOT actions in Matrix</i> ● <i>Create SWOT Roadmap (optional)</i> <p>Participants work into groups they have already consisted from previous activity. We let them discuss their opinions first within their group and write down their opinion using the prototype excel file. Afterwards, the representative of each group presents group’s work to all participants.</p>	<p><i>15 minutes</i></p> <p><i>(5 minutes for discussion and prioritizing items from previous analysis within the groups, 5 minutes for creating actions in SWOT Matrix and 5 minutes for presenting them for all groups)</i></p>	<ul style="list-style-type: none"> ● Presentation ● Discussion ● Group Work 	<ul style="list-style-type: none"> ● Computer (Laptop) ● Internet connection ● Projector ● Excel file 	<p>Presentation (PPT_Module1/Unit2)</p> <p>(slides 30-32)</p>
<p>13</p>	<p><u>SWOT analysis: digital transformation in education</u></p> <p>Present an example of SWOT Analysis: digital transformation in education</p>	<p><i>5 minutes</i></p>	<ul style="list-style-type: none"> ● Presentation ● Discussion 	<ul style="list-style-type: none"> ● Computer (Laptop) ● Internet connection ● Projector 	<p>Presentation (PPT_Module1/Unit2)</p> <p>(slides 33)</p>
<p>14</p>	<p>Conclusion</p> <p>Lesson summary, Conclusion from group work and reflections</p>	<p><i>5 minutes</i></p>	<ul style="list-style-type: none"> ● Discussion 		

Module 2:

Module Title: Enhance teaching, learning and assessment for digital transformation

Aim of the module: The main aim of module 2 is to discover how digital technologies can enhance teaching, learning and assessment.

Integrating digital technologies in teaching, learning and assessment has the potential to transform the overall educational process by exploring more efficient, personalised and student-oriented teaching and learning strategies. However, using digital technologies for learning is not an automatic process and numerous challenges has to be addressed.

Module 2 aims to make an overview of the relevant methods and tools to identify the current situation in the field, to explore new trends and to propose practical steps to design a roadmap and strategy plan.

More specifically, the objectives of module 2 are to:

- Introduce **Curriculum alignment methods**, discussing the importance of aligning the learning content, learning objectives, study programmes, attainment targets, assessment guidelines or syllabi with the promotion of digital education. It will provide suggestions on how to align online and offline curriculum, and present digital tools that are engaging, interactive and flexible.
- Explore **Innovative teaching and learning strategies** and will discuss how to develop efficient, personalised and student-oriented teaching and learning using digital technologies.
- Outline **Assessment strategies**- Presentation of practices, needs, and gaps, possible ideas, resources, and strategies to promote more technologically-based assessment strategies in their schools.

Learning outcomes: Upon completion of this module, learners should be able to:

Knowledge:

At the end of the module, learners will:

- Address the potential of digital technologies for raising 21st century skills and for preparing students for the future of work;
- Outline the importance for using digital technologies for providing more efficient, personalised and student-oriented learning, teaching and assessment strategies;
- Describe the advantages and the limitations of implementing digital tools in class settings;

- Recognize the main goals, objectives, tools and methods for using digital technologies in teaching, learning and assessment;
- Familiarise with best practices and school case studies for implementing digital tools in teaching, learning, and assessment.

Skills:

At the end of the module, learners will be able to:

- Design school strategies for curriculum alignment, adopting methods, tools and techniques for teaching, learning and assessment with digital tools
- Outline practical steps and plan school road map for adopting digital tools in teaching, learning and assessment practices
- Adapt best practices to their current context
- Communicate and support other teachers in designing individual and joint learning, teaching and assessment activities with digital tools

Attitudes:

At the end of the module, learners will:

- Have positive attitude about using digital tools in daily class practices;
- Recognise the positive and negative aspects of using digital tools for teaching, learning and assessment;
- Recognise the potential of new digital tools for their teaching and learning practices;
- Have a positive attitude to learn and gain new knowledge for using digital tools for teaching and learning

Module duration: 3 Hours approx.

Preparation/ Materials/Equipment

- Training venue with IT equipment including laptop and projector
- A computer for the facilitator
- Internet connection
- Projector
- Flipchart and markers
- Sign-in sheet
- Electronic device (mobile or computer) for each participant (optional)

- A notebook and a pen for each participant

Resource

- DigiLead (2022). Strategy Toolkit on digital transformation for School leaders. Chapters 4,5,6. <https://digilead-project.eu/toolkit>

UNIT 1: Innovative teaching and learning strategies in digital learning

No	Topics and Sub-topics/Learning activities	Duration	Training methods	Materials/ Equipment Required	Handouts and Activity sheets
1	<p><u>Definition of the term “Curriculum Alignment”:</u> Ask participants:</p> <ul style="list-style-type: none"> • Are you in favor of incorporating digital technologies into traditional educational methods? • In the concept of digital education, what does “Curriculum Alignment” mean to you? How would you define it? • Do you believe curriculum alignment, for example through blended learning (combination of online and offline learning), could enhance teachers’ and students’ digital competencies? • Do you believe it is important to add curriculum alignment into your School Digital Transformation Strategy? <p>Split the participants into 2-4 groups and let them discuss their opinions first within their group. Afterwards, broaden the discussion instructing all groups to elaborate and share views on what they have already agreed on within their group.</p> <p>After having completed the dialogue between participants and depending on their answers, highlight the main definition of the term and pinpoint the importance of bridging the gap between curriculum and technology.</p>	15 minutes (5 minutes for the discussion within the groups, 5 minutes for discussion between all groups, and 5 minutes to give the official definition)	<ul style="list-style-type: none"> • Presentation • Demonstration • Discussion 	<ul style="list-style-type: none"> • Computer • Internet connection • Projector 	<p>Presentation (PPT_Module 2)</p> <p>(slides 4-5)</p>
2	<p><u>Role in the Digital Transformation strategy of a school:</u></p> <p>Encourage participants to discuss:</p>	15 minutes (5 minutes for discussion about	<ul style="list-style-type: none"> • Discussion • Debate 	<ul style="list-style-type: none"> • Computer (Laptop) • Internet connection 	<p>Presentation (PPT_Module 2)</p> <p>(slides 6-7)</p>

	<ul style="list-style-type: none"> Which competencies and skills do you believe that students can acquire through the alignment of the traditional curriculum with technology? (Some of those are: students become engaged thinkers, active learners, knowledge constructors, and they learn collaboration and innovation.) <p>Have participants choose two or three competencies that they believe are the most important within their group. Afterwards, have all four groups discuss which ones they chose and let them justify their classification.</p> <p>Write the competencies that have been brought up the most on the flipchart.</p> <p>Highlight the importance of selecting the right technological tools to create a personalised learning experience that covers the individual needs of each student.</p> <p>Ask all groups to share experiences on the following topics:</p> <ul style="list-style-type: none"> Which methods do you already implement in your schools to align digital and non digital learning? Do teachers have the necessary support to choose which technological tool works best for their classroom? Do you maybe identify any gaps? 	<i>competencies within the groups, 5 minutes for discussion between everyone and final classification and 5 minutes for sharing experiences)</i>		<ul style="list-style-type: none"> Projector Flipchart 	
3	<p><u>Structure and Presentation in the final school strategy:</u></p> <p>Present and analyse the three phases that they need to follow in order to structure the curriculum alignment in the final school strategy.</p> <p>First Phase ☑ Ask participants:</p> <ul style="list-style-type: none"> Which needs do students and teachers have that need to be addressed? How can those needs be fulfilled by incorporating technology? 	15 minutes (5 minutes to discuss each phase)	<ul style="list-style-type: none"> Discussion Reflection Presentation 	<ul style="list-style-type: none"> Computer (Laptop) Internet connection Projector Electronic device with access to the internet for each participant 	Presentation (PPT_Module 2) (slides 8-15)

	<p>Have each group identify three to four needs and then brainstorm ways that technology can resolve them.</p> <p>Second Phase Present the different contents ☑ Ask participants: (question addressed to everyone at once)</p> <ul style="list-style-type: none"> - Which of the curriculum mixes do you find more approachable and applicable in your situation? <p>Let participants justify the reasons why they would choose one content instead of the other, ask them why they find it difficult to implement.</p> <p>Third Phase ☑ Ask participants:</p> <ul style="list-style-type: none"> - Have you ever used any digital tools during the learning experience? Which would you recommend? <p>Recommend some useful technological tools, maybe show them some useful resources by sharing the links with them through google docs.</p> <p>Recommend ways to incorporate those digital tools in class, for example, quizzes, upload notes and presentations, use of videos, online Collaborative Projects, web-based Learning Platforms, project-based learning and other resources.</p> <ul style="list-style-type: none"> - Inform them about the identification of individuals (Curriculum Alignment Team) to help them with the curriculum alignment and create an action plan for the completion of the process. 				
4	<p><u>Methodologies and tools:</u> Describe the importance of collecting quantitative data in order to assess the situation of every school concerning the existing level of alignment.</p> <p>Hand out to participants the checklists provided in tables 1, 2 and 3. Have them discuss their answers after the completion of every</p>	<p><i>15 minutes (10 minutes for checklists, 5 minutes for discussion)</i></p>	<ul style="list-style-type: none"> ● Presentation ● Discussion ● Reflection 	<ul style="list-style-type: none"> ● Computer (Laptop) ● Internet connection ● Projector 	<p>Presentation (PPT_Module 2) (slides 16-21)</p>

<p>checklist. Let them share experiences and draw conclusions about their existing situation while monitoring the discussion.</p> <p>Recommend ways that school leaders/teachers can conduct the research, for example via focus groups, interviews and google form questionnaires.</p> <p>Bring up the idea of using a calendar-based reporting process called curriculum mapping which helps schools and, more specifically, teachers to hold a record regarding what is taught, when, how what has been taught can be assessed, and how what they are teaching relates to the knowledge and skills that they should deliver in the classroom.</p> <p>Ask participants:</p> <ul style="list-style-type: none">- Do you/your teachers hold a record regarding what is taught, when, how what has been taught can be assessed, and how what you/they are teaching relates to the knowledge and skills that you/they should deliver in the classroom?				
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No	Topics and Sub-topics/Learning activities	Duration	Training methods	Materials/ Equipment Required	Handouts and Activity sheets
5	<p>- One/two ppt pages quiz: “Please evaluate/rank these digital learning and teaching practices”:</p> <ul style="list-style-type: none"> • Do participants recognize these practices? • Do they use them? • Do they know teachers in their schools using them? <p>(Use relevant Good practices, based on the examples in Chapter 6, and add new /or adapt, considering the audience, the country practices, the school profile or the school leaders’ focus);</p>	5 minutes	<ul style="list-style-type: none"> • Quiz • Reflection 	<ul style="list-style-type: none"> • Computer • Internet connection • Projector • Electronic device/smart phone for each participant 	<p>Presentation (PPT_Module 2_1)</p> <p>Or</p> <p>Interactive presentation: Mentimeter/ KAHOOT!/ other online voting tool</p> <p>(slides 22-23)</p>
6	<p>Group work: Divide the participants on groups of 4-6;</p> <p>Ask each group to reflect, discuss and share examples and best practices, making a list:</p> <ul style="list-style-type: none"> • What should be the role of digital technologies for teaching and learning in the school strategy? • How digital technologies should be used to train key 21st century skills? Why? • What are the important factors for facilitating and encouraging teachers/students to use digital technologies for learning and teaching? • What are the challenges, limitations and problems for using digital technologies for learning and teaching? 	10 minutes	<ul style="list-style-type: none"> • Group work • Discussion • Reflection 	<ul style="list-style-type: none"> • Computer (Laptop) • Internet connection • Projector • Flipchart • Markers 	<p>Presentation (PPT_Module 2)</p> <p>(slide 24)</p>

7	<p>Evaluating the current status – How to identify school readiness to adopt digital tools for teaching and learning?</p> <p>Explore strategies for collecting information about current situation:</p> <ul style="list-style-type: none"> ● Quantitative methods & Selfie; ● Qualitative methods; <p>Discuss limitations of the both methods;</p>	10 minutes	<ul style="list-style-type: none"> ● Presentation ● Discussion 	<ul style="list-style-type: none"> ● Computer (Laptop) ● Internet connection ● Projector 	<p>Presentation (PPT_Module 2)</p> <p>(slides 25-31)</p>
8	<p>Group work: Design action plan for development of innovative learning and teaching strategies</p> <p>Ask each group to reflect, discuss and share practical steps for addressing the following problems:</p> <ul style="list-style-type: none"> ● How to improve accessibility and use of school equipment and digital tools for innovative learning and teaching? ● How to increase capacity and skills of the teachers to adopt innovative learning and teaching strategies? ● How to improve knowledge sharing for best practices of innovative teaching and learning? ● How to address current challenges and limitations? ● How to identify relevant partnerships, key driving forces, key performance indicators and others? 	15 minutes	<ul style="list-style-type: none"> ● Group work ● Discussion 	<ul style="list-style-type: none"> ● Computer (Laptop) ● Internet connection ● Projector ● Flipchart ● Markers ● Sticky notes 	<p>Presentation (PPT_Module 2)</p> <p>(slides 32-34)</p>

9	<p>Present the outcomes of the group work: (5 min. per group)</p> <ul style="list-style-type: none"> ● What is the role of digital technologies for teaching and learning in the school strategy? ● What is their action plan for the development of innovative learning and teaching strategies? ● How to address problems, challenges, and limitations? 	15 minutes	<ul style="list-style-type: none"> ● Discussion ● Exchanging opinion and practices 	<ul style="list-style-type: none"> ● Flipchart 	(slides 35)
10	Group conclusions, reflections and lessons learned	5 minutes	<ul style="list-style-type: none"> ● Discussion ● Exchanging opinion and practices 	<ul style="list-style-type: none"> ● Computer (Laptop) ● Internet connection ● Projector ● Pen and notebook for participants 	Presentation (PPT_Module 2) (slides 36-38)

Unit 2: Assessment and evaluation in digital learning

No	Topics and Sub-topics/Learning activities	Duration	Training methods	Materials/ Equipment Required	Handouts and Activity sheets
11	<p><u>Role in the Digital transformation strategy of the school</u></p> <p>The facilitator points out the main ideas regarding the role of assessment in teaching and learning procedures.</p>	2'	<ul style="list-style-type: none"> • PPT presentation 	<ul style="list-style-type: none"> • Computer (Laptop) for facilitator • Internet connection • Pens and notebooks for participants 	<p>Presentation (PPT_Module 2_Unit 2)</p> <p>(slide 40)</p>
12	<p><u>Digital and online assessment practices– Brainstorming</u></p> <p>The facilitator provides all groups with the link to padlet and asks them to reflect on the extent to which digital tools are used in their school to:</p> <p>(a) assess students' knowledge and skills,</p> <p>(b) encourage students to reflect on their own learning,</p> <p>(c) promote peer-to-peer learning</p> <ul style="list-style-type: none"> • In their groups, participants reflect on the questions above. • The groups assign a representative to note their thoughts on the padlet and present them in plenary. 	7 minutes	<ul style="list-style-type: none"> • Brainstorming • Discussion • PPT presentation 	<ul style="list-style-type: none"> • Computer (Laptop) for facilitator • Internet connection • Projector • Computer/ laptop for each group or participant • Pens and notebooks for participants 	<p>Presentation (PPT_Module 2_Unit 2)</p> <p>(slide 41)</p> <p>Padlet</p>

13	<p><u>Needs analysis</u></p> <p>A. <u>Activity in groups</u></p> <p>The facilitator explains the group activity. Participants are asked to think in groups:</p> <ul style="list-style-type: none"> • Why is needs analysis important before setting objectives, actions regarding the use of digital and online assessment practices in their schools? • Which ways/ tools can they use to collect quantitative and qualitative data regarding the use of digital and online assessment practices from the school community? <p>One representative per group notes the ideas down on a notebook. After 5 minutes, the facilitator encourages a discussion of the findings in plenary.</p> <p>Some ideas that can be discussed and written on the flipchart by the facilitator:</p> <ul style="list-style-type: none"> • Needs analysis helps school leaders identify gaps and needs and try to respond to them. • It helps identify the areas they need to focus on– it is easier for them to set more targeted objectives and actions and more realistic KPIs • Tools for needs analysis: questionnaires (online or in written form), interviews with teachers and school staff, focus groups or small consultative groups of 5- 10 participants, round table discussion (with school board, teachers, other school staff, parents - and even external stakeholders, such as other local or European principals, teacher unions, teacher training providers, non-governmental organisations, ICT experts), use of SWOT analysis 	20 minutes	<ul style="list-style-type: none"> • Work in groups • Discussion Exchanging opinions and practices 	<ul style="list-style-type: none"> • Computer (Laptop) for facilitator • Internet connection • Projector • Pens and notebooks for participants • Flipchart and marker 	<p>Presentation (PPT_Module 2_Unit 2)</p> <p>(slide 42)</p> <p><i>Needs Analysis Sheet M1.U2.2</i></p>
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	Then, the facilitator gives the participants <i>the Needs Analysis Sheet M2.U2.1</i> adapted from the SELFIE and TET-SAT tools and adjusted for the purposes of the DigILEAD project. This checklist can be used to investigate the digital and online assessment practices – i.e. how assessment is done and what is important. They will have 10 minutes to complete the checklist and go through the questions and have a discussion!				
14	<p><u>Technology enhanced assessment tools</u></p> <p>In this part, the facilitator provides an overview of useful digital tools.</p>	5 minutes	<ul style="list-style-type: none"> • PPT presentation 	<ul style="list-style-type: none"> • Computer (Laptop) for facilitator • Internet connection • Projector • Pens for the participants 	<p>Presentation (PPT_Module 2_Unit 2)</p> <p>(slides 43-46)</p>
15	<p><u>Challenges in using digital technologies for assessment</u></p> <p>The facilitator provides all groups with the link to padlet and asks them to reflect on constraints and risks in the process of renewing the assessment methods in their school</p> <p>The following questions are illustrated to enhance the discussion:</p> <ul style="list-style-type: none"> • Do school leadership teams have the autonomy and flexibility to promote changes in the assessment methodology? • Does the school have computer-equipped classrooms, computing equipment, power supply and network connection facilities to support digital assessment methods? • Are the teachers well-trained to implement new technologically- based assessment strategies? 	15 minutes	<ul style="list-style-type: none"> • Brainstorming • PPT presentation • Work in groups 	<ul style="list-style-type: none"> • Computer (Laptop) for facilitator • Internet connection • Projector • Computer/ laptop for each group • Pens for participants 	<p>Presentation (PPT_Module 2_Unit 2)</p> <p>(slides 47-48)</p> <p>Padlet</p>

- Do all students possess the requisite skills and experience to take full advantage of digital technologies, while being assessed?
- Is there any risk for social divisions between students or participation gap, when using shared online spaces, which might make the different levels of achievement more visible?
- Is there any risk for social exclusion, when using social networking tools, which might raise complex social identity issues?
- What about the ethical concerns, i.e. consent, data collection, usage and storing, data control and protection?

16 **Supporting measures in using digital tools for assessment purposes**

In this part, the facilitator provides an overview of technologically-based assessment strategies and supporting measures that can be applied in their schools and ask them if they can think of others as well.

4 minutes

- PPT presentation
- Discussion-Exchange of ideas and practices

- Computer (Laptop) for facilitator
- Internet connection
- Projector
- Pens and notebooks for participants
- Flipchart and marker

Presentation
(PPT_Module 2_Unit 2)

(slide 49-50)

17 **Action plan to promote technologically-based assessment strategies**

The facilitator presents the components of an action plan to promote technologically-based assessment strategies. Then, the facilitator gives the participants *the Needs Analysis Sheet M2.U2.2-* and asks them to complete the following:

20 minutes

- Discussion
- Work in groups

- Computer (Laptop) for facilitator
- Internet connection
- Projector

Presentation
(PPT_Module 2_Unit 2)

(slide 51-53)

	<ul style="list-style-type: none"> - the actions or tasks to be carried out to reach the objective (more than 2 subtasks) - the people who will be in charge of carrying out each task - by when each sub-task needs to be completed (feasible deadlines) - the resources needed to complete each subtask <ul style="list-style-type: none"> - the measures to evaluate the process (the KPIs – we will explain what the KPIs are in the next slides) <p>The facilitator reminds the participants that the action plan should be revisited and readjusted accordingly during the implementation. Also, the end of the implementation, it should be evaluated.</p> <p>After the end of the activity the facilitators shows an example of an action plan to promote technologically-based assessment strategies.</p>			<ul style="list-style-type: none"> ● Pens for participants 	
18	<p><u>Good practices:</u></p> <p>The facilitator presents examples of good practices that can be further explored and provide inspiration for the participants in relation to assessment tools and material.</p>	5 minutes	<ul style="list-style-type: none"> ● PPT presentation ● Discussion-Exchange of ideas and practices 	<ul style="list-style-type: none"> ● Computer (Laptop) for facilitator ● Internet connection ● Projector ● Pens and notebooks for participants 	<p>Presentation (PPT_Module 2_Unit 2)</p> <p>(slide 54)</p>
19	<p><u>Conclusion – final discussion:</u></p> <p>The facilitator closes the session with a sum up</p> <p>Participants are asked to share any last thoughts and own experience on the topics discussed.</p>	5 minutes	<ul style="list-style-type: none"> ● Discussion ● Exchanging opinion and practices 	<ul style="list-style-type: none"> ● Computer (Laptop) for facilitator ● Internet connection ● Projector 	<p>Presentation (PPT_Module 2_Unit 2)</p>

Then, he/she thanks the participants for their contribution and closes the workshop.

- Pens for participants

Lesson Plans: Module 3: Support digital transformation in schools

Module Title: Outlining the strategy

Aim of the module: The purpose of this module is to address various aspects of digital transformation in education and the role of different school actors in supporting this transformation. The module provides an understanding of the importance of adequate and reliable infrastructure, assess the digital skills of educators, identify training needs, emphasize the involvement of students and parents, develop good practices for school actors' involvement, create an action plan for promoting involvement, and highlight the role of school leaders in privacy, health, and well-being. Additionally, the module focuses on methodologies, tools, and practices to safeguard and support the well-being of school actors during the development and implementation of digital transformation strategies. More specifically, the objectives of this modules are to:

- Depiction of how to review the existing equipment, to support the needs of teachers, learners, administrators, etc. so as to ensure accessibility for all and an engaging learning experience.
- Present supporting mechanisms, to assess the digital skills of educators and identify their training needs.
- Presenting the importance of students' and parents' involvement in the digital transformation of a school
- Present good practices of school actors' involvement in schools
- Present the importance of digital well-being
- Present good practices to safeguard and support the well-being of school actors during the digital transformation strategy development and implementation

Learning outcomes: Upon completion of this module, learners should be able to:

- Address the importance of adequate and reliable infrastructure to support the digital transformation in education
- Describe supporting mechanisms, to assess the digital skills of educators and
- Identify teachers' training needs

- Describe the importance of students' and parents' involvement in the digital transformation of a school
- Develop good practices for promoting school actors' involvement in schools
- Develop an action plan for promoting school actors' involvement to support the digital transformation in the schools
- Describe the role of school leaders in promoting privacy, health and well-being for teachers and students
- Identify methodologies, tools and practices to safeguard and support the well-being of school actors during the digital transformation strategy development and implementation

Module duration: 3 hours approx..

Preparation/ Materials/Equipment

- Training venue with IT equipment including laptop and projector
- A computer for the facilitator
- Internet connection
- Projector
- Flipchart and markers
- Sign-in sheet
- Electronic device (mobile or computer) for each participant (optional)
- A notebook and a pen for each participant

Resources

- DigiLEAD project (2022). *IO1: TOOLKIT*. https://digilead-project.eu/wp-content/uploads/2022/12/DigiLEAD_Toolkit_EN.pdf
 - Chapter 7
 - Chapter 10
 - Chapter 11
 - Chapter 12

No	Topics and Sub-topics/Learning activities	Duration	Training methods	Materials/ Equipment Required	Handouts and Activity sheets
1	<p>Infrastructure needs and adaptations</p> <p><u>Theory</u></p> <p>In the previous 2 modules we have discussed some tools and strategies for improving the digitization process. However, none of those tools will have the desired effect without a proper digital infrastructure.</p> <p>What is meant by infrastructure? – refer briefly to the image as an introduction. Trainer can use the image to give the participants an idea of what is meant by the digital infrastructure</p> <p>‘No digitalization without the proper infrastructure’</p> <p><i>Role of infrastructure for the success of a digital transformation</i></p> <p>Examples of the importance of good infrastructure:</p> <ul style="list-style-type: none"> • Digital school boards, fast internet and working computers/laptops allow for an improved workflow • <i>They support up-to-date software and new technological developments in future</i> 	10 minutes	<ul style="list-style-type: none"> • Discussion • Reflection 	<ul style="list-style-type: none"> • Computer (Laptop) • Internet connection • Projector • Electronic device with access to the internet for each participant 	<p>Presentation (PPT_Module 3_Unit 1)</p> <p>slide 4</p> <p>(PPT_Module 3_Unit 1)</p> <p>Slide 5</p>

- *A sufficient amount of **sockets** in the classroom prevents students from falling behind due to an empty laptop battery*
- *An **ICT team** can support foreseen- and unforeseen issues*

The lack of a proper infrastructure could negate the benefits of digitalization (slow- or broken computers, slow internet connection)

User devices - Debate

There is a need for digital infrastructure in schools. All the different parts of this infrastructure can be done and arranged in different ways, and in order to get you to think about it critically, we'd like to start with a debate on the use of laptops/ipads:

Should they be issued and provided by schools or should students bring their own device?

This is a fast exercise, so make your arguments quickly.

Make groups of 4, and divide: 2 argue for bring-your-own-device, 2 argue for school issued devices.

15 minutes
(2+3+2+5)

(PPT_Module
3_Unit 1)

Slide 6

2 minutes preparation in duos (internet can be used)
2x 1,5 minutes presentation of arguments in the groups of 4
2 minutes of free debate in groups of 4
5 minutes for the trainer to ask schoolheads about the best arguments for the different stances that came up.

Activity/reflection

Role of leaders in infrastructure

Participants are split into 4 groups.

Each group is provided with a question to work on. After 6 minutes, all members of each group except one (called the "host") are asked to move their seats to a new table and start a new round of discussion that is concluded by a final plenary presentation. The table host takes notes and shares it with the people arriving at the table, and after the second round presents them at the plenary.

Table topics:

1. How do you pick hardware for your school?
2. How do you pick software for your school?
3. What is your current biggest challenge concerning infrastructure?
4. How does the right infrastructure help your role as a leader in the school?

**(PPT_Module
3_Unit 1)**

Slide 7

<p>Next steps to do after this course:</p> <p><u>Needs & Gaps analysis</u></p> <p><u>Action plan</u></p> <p>In this unit we will not be doing these, as you have had the chance to practise in previous modules.</p> <p>Points they should consider:</p> <ul style="list-style-type: none"> • Commitment to and certainty of ongoing funding • Alignment with the school’s digital learning planning, expert advice on technology, internal or external support and procurement • Willingness of the school leadership team to drive initiatives • Flexibility and autonomy for school leaders on how to invest. • Advice to support schools in developing digital policies • Special infrastructure for the digital technology to support individual and differentiated learning • Considering the present and future usage needs for all stakeholders <p>(Toolkit 7.3.3)</p> <p>Since there is such a large amount of competition, you can play this out, ask multiple parties to make an offer and that you will</p>	<p>15 minutes (6+6+3)</p>			<p>(PPT_Module 3_Unit 1)</p> <p>Slide 8</p>
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	<p>go for the best offer.</p> <p>Best practice Netherlands: with any educational tool, the provider has to provide a training for the teachers.</p>	2 minutes			<p>(PPT_Module 3_Unit 1)</p> <p>Slide 9</p>
2	<p>Support for Teachers</p> <p><u>Introduction (theory)</u></p>	5-10 minutes	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Computer (Laptop) 	<p>Presentation (PPT_Module 3_Unit 1)</p>

A student that knows how to solve a problem using the step by step method he got taught

vs

A student that understands the math problem to its core and therefore knows how to solve it and even adjust and use it for a specific purpose.

Highlight that talent can play a role, however anyone can learn and that it is therefore important to have continuous training and support: before, during and after implementation.

Examples of support for teachers

In order to find out what it is that your teachers need, it is important to do a needs analysis. Your school may or may not already have an idea of the current state and needs of teachers' digital skills. However, in order to make sure no parts of the digital readiness checklist are forgotten, we would like to show an example of good practice, the TET-SAT tool.

Additionally, a checklist can be found in the toolkit (10.2.1).

Watch [Video](#).

If a participant had not signed up before, they can do it while the video is playing.

Let them fill in the TET-SAT tool for themselves

PROGRESS CHECK - use questions on the slide:

- Are there topics you have not thought of before?
- What practices are you already implementing?
 - And which ones are still on the shelf?

Let the participants discuss results

- Building on from the TET-SAT results of teachers, school leaders can do a needs analysis and create an action plan

**(PPT_Module
3_Unit 1)**

Slide 14

[Link](#)

**(PPT_Module
3_Unit 1)**

Slide 15

	<ul style="list-style-type: none"> - Let them know at the end that an adjusted needs analysis and an action plan can be found in the toolkit (Tables 10.1 and 10.2) <p>Additional:</p> <p>Example action plan & supporting measures</p> <ul style="list-style-type: none"> ● Collaboration with teacher training providers (needs, TPACK, Technical & pedagogical dimensions) ● Both pre-service and in-service compulsory training of all staff. ● Time to explore the ICT tools and try them in class. <ul style="list-style-type: none"> ● The recognition by Member States of the existing tools & evaluation and reward. ● The assignment of a digital coordinator per school is essential. ● Collaboration among teachers is crucial. ● Collaboration with external stakeholders (other schools, universities, research centres/teams, policymakers, businesses, NGOs, parents', and teachers' unions) 					<p>(PPT_Module 3_Unit 1)</p> <p>Slides 16-17</p>
4	<p>Support for Students and Parents</p> <p><u>Definition of student and parental involvement and participation</u></p>	20 minutes (5+5+10)	<ul style="list-style-type: none"> ● Discussion ● Exchanging opinion and practices 	<ul style="list-style-type: none"> ● Computer (Laptop) ● Internet connection ● Projector 	<p>Presentation (PPT_Module 3_Unit 1)</p> <p>(slides 18-20)</p>	

<ul style="list-style-type: none"> - The trainer asks participants to write a list of all current possibilities of student and parental involvement in the trainee's school - The trainer explains the definition of participation based on the adapted participation ladder, why it is necessary to provide real opportunities for participation, how parental involvement has a positive impact on learning outcomes, and how digital tools can help bridge the gap <ul style="list-style-type: none"> - Participation means buy in to the rules, and increased motivation, ensures that all needs are met - Discussion on how the current activities provide real participation opportunities, or how could they be improved <ul style="list-style-type: none"> - Ensuring all parents are able to express their opinion (special attention to minority parents) - Ensuring that all students are able to express their opinion (age appropriate methods for younger children!) - <i>Opportunities for participation in decision making, involvement in day to day activities such as school social media</i> - <i>Open mind to unconventional learning opportunities (eg. MinecraftEdu)</i> 			<ul style="list-style-type: none"> ● Pen and notebook for participants 	
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- *Let children experience and be part of a democratic system, and let them make mistakes in the safe environment of the school*

Can you think of a time when you have asked children or parents about their input, they came up with something you have never thought of and it turned out to be a great idea?

Performing a needs analysis of students and parents

Participants are asked to provide examples of how they currently assess the digital needs of students and parents in groups, then, together with the trainer compile a list of good practices

Good practices to suggest: Regularly using the SELFIE tool, Satisfaction questionnaires after the introduction of new tools, involvement of the student and parent associations in decision making on digitalization, survey on tools used at home, ICT courses to parents

The trainer explains that parents and students often have a very high level of digital skills in certain areas and how that can be utilized

20 minutes
(5+5+10)

**(PPT_Module
3_Unit 1)**

slide 21

**(PPT_Module
3_Unit 1)**

Slides -30

<p>Good practices to suggest: Detailed questionnaire to parents to list their skills that can be utilized to help the school community, Open and transparent communication about the school resources and needs to parents</p> <p>Stay at home/uneducated parents as teaching assistants in the classroom.</p> <p>From age 11, peers are more influential than parents/teachers.</p>				
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Unit 2: Privacy, health and well-being in digital learning

No	Topics and Sub-topics/Learning activities	Duration	Training methods	Materials/ Equipment Required	Handouts and Activity sheets
5	<p><u>Main Challenges – The Notion of Digital Well-being and associated concepts</u>:</p> <p>Ask participants:</p> <ul style="list-style-type: none"> • <i>What do you think when you hear the words “online well-being”?</i> <p>Divide the participants into 2-4 groups and let them debate their opinions first within their group. Afterwards, broaden the discussion instructing all groups to elaborate and share views on what they have already agreed on within their group.</p> <p>After having completed the dialogue between participants and depending on their answers, highlight the notion of Digital Well-being and present its associated concepts.</p>	15 minutes (5 minutes for the discussion within the groups, 5 minutes for discussion between all groups, and 5 minutes to give the official definition)	<ul style="list-style-type: none"> • Presentation • Discussion 	<ul style="list-style-type: none"> • Computer • Internet connection • Projector 	<p>Presentation (PPT_Module 3/unit 2)</p> <p>(slides 32-38)</p>
6	<p><u>Role in the Digital Transformation strategy of a school:</u></p> <p>Encourage participants to discuss:</p> <ul style="list-style-type: none"> • How can digital well-being be evaluated in schools? • Which specific activities can be implemented in schools to promote digital well-being? • What are the main challenges, limitations and problems regarding the implementation of digital well-being in schools? <p>Ask all groups to share their discussion and ideas and conclude by presenting the methodologies and tools that can provide a full</p>	25 minutes (5 minutes for discussion about competencies within the groups, 5 minutes for discussion between everyone and 5 minutes for	<ul style="list-style-type: none"> • Discussion • Debate 	<ul style="list-style-type: none"> • Computer (Laptop) • Internet connection • Projector • Flipchart 	<p>Presentation (PPT_Module 3/unit 2)</p> <p>(slides 39-42)</p>

	overview of the situation, forming the basis of the improvement strategies.	<i>sharing ideas)</i>			
7	<u>Prioritize privacy, health, security and well-being</u> Show practical examples and case studies related to privacy, health, and well-being as part of the digital transformation of schools:	5 minutes	<ul style="list-style-type: none"> ● Discussion 	<ul style="list-style-type: none"> ● Computer (Laptop) ● Internet connection ● Projector 	Presentation (PPT_Module 3/unit 2) (slides 43-47)
8	<u>Structure and Presentation in the final school strategy:</u> Present and analyse the importance of devising a strategy and an action plan that includes recommended actions to promote digital wellbeing. Present some examples of good practices that can be further explored and provide inspiration for the participants.	15 minutes	<ul style="list-style-type: none"> ● Discussion ● Reflection 	<ul style="list-style-type: none"> ● Computer (Laptop) ● Internet connection ● Projector ● Electronic device with access to the internet for each participant 	Presentation (PPT_Module 3/unit 2) (slides 48-49)
9	Group conclusions, reflections and lesson' learned	5 minutes	<ul style="list-style-type: none"> ● Discussion ● Exchanging opinion and practices 	<ul style="list-style-type: none"> ● Computer (Laptop) ● Internet connection ● Projector ● Pen and notebook for participants 	Presentation (PPT_Module 3/unit 2)

Worksheet M1.U1.4a

Examples of objectives for digital transformation

Increase ICT equipment and improve the school's infrastructure.

Support the teaching staff to use ICT in the teaching & learning process.

Support students to effectively use ICT tools in class and at home.

Improve the digital competence of school's administrative staff.

Increase technological or economical support from external stakeholders

Worksheet M1. U1.4b

Objective S	
Specific M	
Measureable A	
Action oriented R	
Realistic T	
Timed E	
Evaluated R	
Reviewed	

Needs Analysis Sheet M1.U1.6

Checklist (quantitative data):

Items	School leaders	Scale <i>Answer options: five-point Likert scale (1 min. - 5 max.) and not applicable (N/A)</i>
Digital strategy	In our school, we have a digital strategy.	1 2 3 4 5 N/A
Strategy development with teachers	We develop the digital strategy for our school together with the teachers.	1 2 3 4 5 N/A
New ways of teaching	We support teachers to try out new ways of teaching with digital technologies.	1 2 3 4 5 N/A
Time to explore digital teaching	In our school, teachers have time to explore how to improve their teaching with digital technologies.	1 2 3 4 5 N/A
Copyright and licensing rules	In our school, we apply copyright and licensing rules when using digital technologies for teaching and learning.	1 2 3 4 5 N/A
Involving companies in strategy	In our school, companies we collaborate with are involved in the development of the school's digital strategy.	1 2 3 4 5 N/A
Progress review	In our school, we review our progress in teaching and learning with digital technologies.	1 2 3 4 5 N/A

Discussion on the use of technology	In our school, we discuss the advantages and disadvantages of teaching and learning with digital technologies	1 2 3 4 5 N/A
Partnerships	In our school, we use digital technologies in our partnerships with other organisations	1 2 3 4 5 N/A
Synergies for Blended Learning	In our school, we collaborate with other schools or organisations to support the use of digital technologies	1 2 3 4 5 N/A

Strategic partnerships for technology	The school maintains appropriate strategic partnerships with companies, R&D centres, Universities and others, that regularly up-date us and keep us informed about advanced technologies in education.	1 2 3 4 5 N/A
Overview of advanced hardware and software technology tools	The school regularly collects up-to-date information for mapping the advanced technologies in education.	1 2 3 4 5 N/A
Qualified experts	The school has access to qualified experts (companies, individuals) for relevant consultations, trainings and technical issues, concerning advanced technology solutions.	1 2 3 4 5 N/A
Investment opportunities - mapping	In our school we collect information and search actively for different possibilities for investing in new and advanced technologies: national and local programs for school equipment, company programs for investments in education, projects with strategic partners and others.	1 2 3 4 5 N/A

Investment opportunities - capacity	In our school we have the capacity to apply for investments in advanced technologies: national and local programs for school equipment, company programs for investments in education, projects with strategic partners and others.	1 2 3 4 5 N/A
Training of teachers	In our school we can easily find appropriate training programs for teachers, who can easily adopt and use advanced technologies in their teaching.	1 2 3 4 5 N/A
Alignment with the curriculum	In our school we can easily adopt advanced technologies in the curriculum.	1 2 3 4 5 N/A

Questions (qualitative data):

For internal use (teachers, teaching or support staff, administrative staff):

- Where do you think the school is now in relation to digital transformation (tools & practises, training & support, equipment & infrastructure, monitoring & evaluation)?
- Where do you see the school at the end of the planning cycle (goals)?
- How will the school achieve this (actions)?
- How will the school check if these goals & actions are achieved (practices of monitoring)?
- How will the school know that the goals & actions are successful (practices of evaluation)?

For external use (other principals, teacher unions, teacher training providers, NGOs, ICT experts)

- From your professional experience, do you have any suggestions to be included in the school strategy for objectives, actions, timelines and monitoring? Any good practices or ideas?
- What are the most important key driving factors for the achievement of a school's vision & objectives?
- What are some possible risks or challenges?

Monitoring & Evaluation Sheet M1.U1.7

For the monitoring and evaluation, you can use the same checklist you have used for the needs analysis (quantitative data)

Questions (qualitative data)

- Were the coordinating teams able to support the implementation of the digital transformation plan? What should be changed?
- Were the priorities and objectives set out in the plan sufficient to guide the implementation?
- Were the success criteria and the monitoring process of the plan sufficient to successfully implement the actions?
- Was it a collective process involving a significant number of teachers and stakeholders?
- Were teachers involved in an ongoing process of sharing knowledge, experience, and collaborative activities in relation to teaching with digital technologies?
- Was the necessary culture developed in the school for the use of innovative learning approaches supported by digital technologies?
- Was the school leadership proactive in the implementation process and especially in supporting teachers in integrating digital technologies into their teaching?
- Were teachers confident and skilled in the pedagogical use of digital technology to support teaching and learning?
- Did the school organise or facilitate teachers' professional development?
- Did the plan help teachers to integrate digital technologies into teaching, learning and student assessment?
- Do students feel that the implementation of the plan has changed the way they learn?
- Do teachers and/or parents feel that the school benefits from the implementation of the digital transformation plan?

Progress Monitoring Table

- Activity: _____
- Participants: _____
- Dimension (technological/pedagogical/organisational): _____

MONITORING CALENDAR	Appropriate timing for monitoring progress	<i>weekly, monthly, after completion of a specific activity or activities</i>
OBJECTIVES	Objectives to be achieved by carrying out the activity	<i>check those defined in the plan and adjust if necessary</i>
METHODS AND TOOLS FOR MONITORING AND DATA COLLECTION	Means to monitor progress (source/data)	<i>check those defined in the plan and adjust if necessary</i>
ASPECTS TO BE MONITORED	Levels of progress of the activity	<i>in approval, in preparation, in implementation, in reformulation, completed</i>
	Metrics	<i>check those defined in the plan</i>
	Indicators	<i>check those defined in the plan</i>
	Nº of teachers / students / classes / non-teaching staff / parents and guardians and/or others to be involved	<i># Teachers, # classes, # students, ...</i>
	Measurable results	<i>check those defined in the plan</i>
	Existing enablers and constraints	<i>technological infrastructure, frequency of meetings, digital skills of the participants, etc.</i>
	Reflection on the possible impact of the activity and next steps	<i>summary reactions and reflections from formal and informal meetings, focus groups, etc.</i>

Evaluation of the Implementation of the Digital Transformation Plan

EVALUATION TOOLS AND METHODS	Means for evaluating the activity/plan	<i>check those defined in the Plan and/or others (e.g. focus groups, informal meetings)</i>
EVALUATION SCHEDULE	Appropriate timeframe for assessing implementation	<i>immediately after completion of (all) activities, after 1 week, 2 weeks, etc.</i>
ASPECTS TO BE EVALUATED	Final level of involvement in the Plan (teachers / classes / students / ...)	<i># Teachers, # classes, # students, ...</i>
	Completion of the activities	<i>% of activities in approval, in preparation, in implementation, in reformulation, completed</i>
	Main results achieved	<i>how: - observed by the coordinating team - perceived by participants - measured (e.g. by participant evaluation)</i>
	Fulfilment of predefined objectives	<i>defined in the Plan, including measurable results according to the approach previously defined.</i>
	Main facilitators and obstacles to the implementation and completion of the plan	<i>frequent meetings, technological infrastructure, organisational factors, etc.</i>
	Final feedback from the actors involved	<i>in informal meetings, discussion groups, etc.</i>

Examples of monitoring and evaluation tables inspired by the [SHERPA project](#).

Worksheet M2.1

Table 1 Checklist for curriculum alignment

Answer options: five-point Likert scale (1 min. - 5 max.) and not applicable (N/A)

	School leaders	Teachers	Assessment
E1 Online educational resources	Our teachers search online for digital educational resources	I search online for digital educational resources	1 2 3 4 5 N/A
E2 Creating digital resources	Our teachers create digital resources to support their teaching	I create digital resources to support my teaching	1 2 3 4 5 N/A
E3 Using virtual learning environments	Our teachers use virtual learning environments with students	I use virtual learning environments with students	1 2 3 4 5 N/A
E4 Communicating with the school community	Our teachers use digital technologies for school-related communication	I use digital technologies for school-related communication	1 2 3 4 5

			N/A
E5 OP Open educational resources	Our teachers use open educational resources	I use open educational resource	1 2 3 4 5 N/A
Open Useful technology for teaching		Please give an example of a digital technology (equipment, software, platform, resource...) you find really useful for teaching	1 2 3 4 5 N/A

Table 2. Using technologies to engage students and to adapt technologies use to students' needs

Answer options: five-point Likert scale (1 min. - 5 max.) and not applicable (N/A)

	School leaders	Teachers	Assessment
F1 Tailoring to students' needs	Our teachers use digital technologies to tailor their teaching to students' individual needs	I use digital technologies to tailor my teaching to students' individual needs	1 2 3 4 5 N/A
F3 Fostering creativity	Our teachers use digital learning activities that foster students' creativity	I use digital technologies to foster students' creativity	1 2 3 4 5 N/A
F4 Engaging students	Our teachers set digital learning activities that engage students	I set digital learning activities that engage students	1 2 3 4 5 N/A
F5 Student collaboration	Our teachers use digital technologies to facilitate student collaboration	I use digital technologies to facilitate student collaboration	1 2 3 4 5 N/A

F6 Cross-curricular projects	Our teachers engage students in using digital technologies for cross-curricular projects	I engage students in using digital technologies in cross-curricular projects	1 2 3 4 5 N/A
F8 OP Career guidance	In our school, we use digital technologies for career guidance	In our school, we use digital technologies for career guidance	1 2 3 4 5 N/A

Table 3. How school leaders and teachers deal with digital divide and support students with special educational needs in blended learning forms.

Answer options: five-point Likert scale (1 min. - 5 max.) and not applicable (N/A)

	School leaders	Teachers	Assessment
C11 OP Digital divide: Measures to identify challenges	In our school we have measures in place to identify challenges that arise with Blended Learning, related to students learning needs and socio-economic background	In our school we have measures in place to identify challenges that arise with Blended Learning, related to students' learning needs and socio-economic background	1 2 3 4 5 N/A
C12 OP Digital divide: Support to address challenges	In our school, we have a plan in place to help teachers deal with challenges that arise with Blended Learning, related to students' learning needs and socio-economic background	In our school, we have a plan in place to help teachers deal with challenges that arise with Blended Learning, related to students' learning needs and socio-economic background	1 2 3 4 5 N/A

Worksheet M2.2

Goal/ Objective	Action
Align curriculum goals with personalised learning vision	A) Identification of the participants: <i>Who are your students, and which are their needs?</i>
	B) Definition of learning outcomes: <i>What do you want your students to learn and be able to do?</i>
Determine offline-online curriculum alignment and the role of digital tools	A) Identification of the learning environment: <i>Which mode of blended learning have you chosen?</i> <i>(e.g., Predominately face-to-face teaching, with some online learning, a mix of face-to-face and online learning, or predominately online learning)</i>
	B) Identification of the teaching and learning approach: <i>Which approach is better for you?</i> <i>(e.g., Competence-based learning, Learning experience design (LXD), Active learning approaches, Inquiry-based learning – IBL, Flipped classroom and or Game-based learning and gamification)</i>
	C) Development of learning activities: <i>What kind of activities will you include?</i> <i>(e.g., use an online quiz and/or provide students with further online recourses, upload lecture notes, presentations, and worksheets on their virtual learning environments (e.g., Drive), provide a video, and during viewing, ask questions and request opinions, and/or set up a Padlet or Mentimeter and allow students to work online collaboratively, discussing and sharing their ideas)</i>
Review, demo, and select digital tools	A) Documentation: <i>Which technologies work best for your tasks?</i>

Worksheet M2.U2.1

Items	School leaders	Scale <i>Answer options: five-point Likert scale (1 min. - 5 max.) and not applicable (N/A)</i>
Assessing skills	Our teachers use digital technologies to assess students' skills	1 2 3 4 5 N/A
Timely feedback	Our teachers use digital technologies to provide timely feedback to students	1 2 3 4 5 N/A
Self-reflection on learning	We support teachers to try out new ways of teaching with digital technologies.	1 2 3 4 5 N/A
Feedback to other students	Our teachers use digital technologies to enable students to reflect on their own learning	1 2 3 4 5 N/A

Digital assessment	In our school, we apply copyright and licensing rules when using digital technologies for teaching and learning.	1 2 3 4 5 N/A
Documenting learning	In our school, companies we collaborate with are involved in the development of the school's digital strategy.	1 2 3 4 5 N/A
Using data to improve learning	In our school, we review our progress in teaching and learning with digital technologies.	1 2 3 4 5 N/A
Valuing skills developed outside school	In our school, we discuss the advantages and disadvantages of teaching and learning with digital technologies	1 2 3 4 5 N/A
Co-design of assessment	In our school, we use digital technologies in our partnerships with other organisations	1 2 3 4 5 N/A

Worksheet M2.U2.2

Goal/ Objective	Action	Responsible staff	Time frame	Resources	KPIs/Validation

