LEAF –Learn biodiversity through Environmental Action For the community

Learning, Teaching and Training activity
Suceava, 22nd and 23rd November 2023

Presentation of the Module: Boosting digital skills of teachers for a better communication and collaboration

Structure of the Module:

- ✓ Introduction
- ✓ The theoretical basis: DigiCompEdu and GreenComp
- ✓ Communicating in the digital space
- ✓ Collaboration and sharing through digital resources keeping it 'green'
- ✓ Let's get practical! Hands-on activities for teachers
- ✓ To go beyond (references)

Introduction

The module aim is to make **teachers digitally ready** by covering different topics on how to interact through various devices and applications, understand how digital communication is presented and managed, understand the appropriate use of different forms of communication through digital media, see different communication formats, and adapt strategies and modes of communication to specific recipients (students, parents, colleagues) **so that the teaching and learning of biodiversity and 'green' subjects can be implemented widely and better in Schools**

Goals in terms of teachers 'competences

Teachers following the completion of the present module should be able to:
● To understand the importance of digital skills in the school environment
● to fruitfully interact with colleagues, students and their families.
● to use several and different digital tools
● To contribute to professional practices and knowledge and to guide others in the interaction through digital technologies.
● to organize and manage digital workspaces in the school
● to promote 'green' attitude in the use of

Content, tools and resources

Content:
Powerpoint presentations
Canva
Digital tools:
Mentimeter
Kahoot
Resources:
DigiCompEdu
GreenComp
Methodologies:
Open discussion
Problem-based Training/Learning (PBL) through engagement in hands-on team

The theoretical basis

1

DigCompEdu
video

2

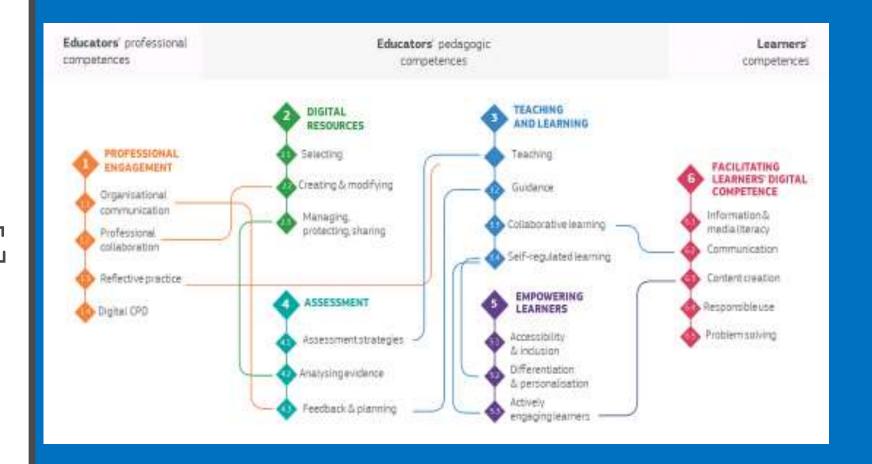## GreenComp

Official video from EU is not available, but you can easily find many explanatory video on Youtube!

DigCompEdu

DigCompEdu - Digital Competence Framework for Educators- is the acronym used by the European Commission working group of the JRC (Joint Research Center) for a scientifically solid framework that defines what it means to be digitally competent as an educator DigCompEdu

DigCompEdu

DigCompEdu is aimed at educators at all educational levels, from early childhood through higher and adult education, including general and vocational education and training, special needs education, and non-formal learning environments.

DigCompEdu

DigCompEdu offers six areas, each divided into different skills, for a total of 23. Six levels of skills acquisition are also envisaged, identified with the combinations of letters and numbers (from A1 to C2) already used successfully in the European framework of languages.

DigCompEdu

GreenComp

The GreenComp is a framework for sustainability competencies. It is one of the policy actions set out in the European Green Deal as a catalyst for promoting environmental sustainability learning in the European Union and provides common ground for students and

GreenComp

The GreenComp, elaborated by the JRC, entails a total of twelve competencies organised in four different areas, and those four skill categories are inextricably linked: sustainability, as a competency, comprises all four. The 12 sustainability

GreenComp

Table 1. *GreenComp* areas, competences, and descriptors.

AREA	COMPETENCE	DESCRIPTOR
1. *Embodying sustainability values*	1.1 **Valuing sustainability**	To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.
	1.2 **Supporting fairness**	To support equity and justice for current and future generations and learn from previous generations for sustainability.
	1.3 **Promoting nature**	To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems.
2. *Embracing complexity in sustainability*	2.1 **Systems thinking**	To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.
	2.2 **Critical thinking**	To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.
	2.3 **Problem framing**	To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems.

GreenComp

AREA	COMPETENCE	DESCRIPTOR
3. Envisioning sustainable futures	3.1 **Futures literacy**	To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.
	3.2 **Adaptability**	To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.
	3.3 **Exploratory thinking**	To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.
4. Acting for sustainability	4.1 **Political agency**	To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.
	4.2 **Collective action**	To act for change in collaboration with others.
	4.3 **Individual initiative**	To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.

Communicating in the digital space

The aim of this chapter is to **train teachers about digital communications**; on what it means to collaborate through digital technologies, to know the most common tools **to collaborate online** and to be able to identify the indicated resource and tool for a specific need. This section of the module will also help our target group to

A shift towards 'digital' school…

The introduction of digital technology into schools has resulted in a shift that has affected many elements of education.
- Education from every angle
- Cutting-edge teaching techniques and didactic methodologies
- Online education and the role of distance learning
- School-family communication
- Teachers empowerment and skills

The importance of communication(s) in the digitalized education system

There are several solutions available that allow to transmit information quickly and easily in the internet world. It is now necessary, especially in the workplace, to be able to engage with colleagues or other individuals online, share documents and information, manage projects, schedule meetings, and so on. **Digital technologies will help teachers to manage work** (not just remotely), speed up information transmission, **collaborate harmonically and boost team efficiency**.

Effective communication in the digital age: useful tips

- Be clear and concise
- Determine your channels
- Sort replies and content
- Provide feedback
- Mind your tone
- Utilise visual and images
- Recognise when to abandon technology!

Online communication among teachers

Teachers nowadays are pushed and sometimes obliged – see the case of Lockdowns in EU countries due to Covid19 pandemics- to collaborate online and communicate from remote. But which are the most beneficial tools for online collaboration?

As previously said, there are **several technologies available** to assist people **in collaborating** with other people

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Skype, GoToMeeting, Zoom
Meetings, Google Meet, and
Microsoft Teams: online
meeting tools

Google Calendar and Team up:
online calendars

Google Drive and Dropbox:
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Teachers and students may largely benefit from new technologies and through a good communication and collaboration within the digital world.

Online communication among teachers

Google Form: *online surveys and invitation*

Trello, Redbooth, and Asana: *project management tools*

Online communication: the role of Netiquette and the importance of online safety

Netiquette can be seen as the foundation of Online Communication. This terms refers to the set of guidelines and rules that govern proper behaviour and communication in online spaces. In the context of education, netiquette is vital for maintaining respectful, constructive, and productive interactions among teachers, students, parents, and co-teachers/ fellow professional in

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What is netiquette?

Online communication: the role of Netiquette and the importance of online safety

As digital users and technology fruiters, teachers and educators should be aware of what does it mean incorporating technology in their activities and daily tasks from the point of view of potential risks and threats as well as from the perspective of the attitude and manners to keep and show

This chapter of the Module investigates the tools and platforms keeping an eye on the environmental aspect of it; namely by taking into consideration how those practices may have an impact on sustainability and the nature around us.

COLLABORATION AND SHARING THROUGH DIGITAL RESOURCES KEEPING it 'GREEN'

By harnessing the power of technology, educators can reduce their carbon footprint and contribute to a more sustainable future while still delivering high-quality education.

Promoting a "green" attitude in the use of digital technologies

By promoting a "green" attitude in the use of digital technologies, we can significantly reduce the environmental impact of our digital lives and contribute to a more sustainable future for generations to come. It's a collective effort that requires awareness, education, and a commitment to making eco-conscious choices in our daily tech-related activities: teachers are at the frontline of such challenge and that

Some key ways to promote a green attitude in the use of digital technologies:

- Raise awareness
- Reduce, reuse, recycle
- Energy efficiency
- Eco-friendly products
- Digital minimalism
- Go paperless
- Community engagement

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This last chapter of the Module provides a series of ideas for practical exercises and activities aimed at stimulating teachers abilities and competences around online collaboration and communication. Exercises target teachers as well as students.

Let's get practical! Hands-on activities for teachers

The theoretical basis for the activities are the DigiCompEdu and GreenComp Frameworks produced by the JRC of the European Commission.
The activities proposed here are therefore built starting from the areas of competencies explored in the relative unit and are aiming at empowering users– teachers, educators, trainers and other education professionals- for an upskilling and boosting of digital and green skills very useful – if not mandatory- in the education realm.
The activities target all teachers but specifically the ones of subjects dealing with biodiversity and environmental preservation: STEAM matters in primis.

9 practical activities for teachers and students

Activity 1 Create a workspace in Redbooth

Activity 2 Create a thread on Slack

Activity 3 The box of tools

Activity 4 Using Dropbox with fellow educators

Activity 5 Netiquette: which behaviours are OK?

Activity 6 The Mentimiter/ Kahoot challenge

Activity 7 Powerpoint

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9 practical activities for teachers and students

And now…the floor is yours! Pick up a hands-on activity from the list and try it out!

Some additional info about the activities:

The activities proposed in the module have as ultimate goal the boosting of digital communication and collaboration skills of teachers as well as the strengthening of awareness about environmental protection and online safety among students. Each activity can be further tailored to students' needs and level of knowledge!

Stay in touch with us

www.dlearn.eu

European Digital Learning Network

@EUdlearn

@EUdlearn

Email address

Gianluca Coppola

Founder and President

gianluca.coppola@dlearn.eu

Main address

Via Domenico Scarlatti, 30

20124 Milano – ITALY

Phone & Fax

P: +39 02.87284807

F: +39 02.87284808

Thank you!