

Digital tools and related strategies to support novel approaches for promoting open education and innovative practices in a digital era

MODULE 4





Welcome to Module 4

Digital tools and
related strategies to
support novel
approaches for
promoting open
education and
innovative practices
in a digital era

In this MODULE you will learn how to handle tools and digital resources for the creation, editing and publication of digital content, how to design, plan and evaluate learning activities with different digital tools and resources.

TABLE OF CONTENTS

U.1

Digital Tools in education

U.2

Digital Tools for open and innovative education

U3

List of Tools and descriptions

U4

How to use and integrate them

U5

Using digital tools and resources: copyright and licenses



LEARNING OBJECTIVES

After completing this MODULE, you will be able to...



Integrate and re-elaborate digital content




Use technology in creative and innovative way



Identify technological needs and respond to those needs



Understand copyright, licensing and attribution



U.1

Digital Tools in education





Education & digital tools

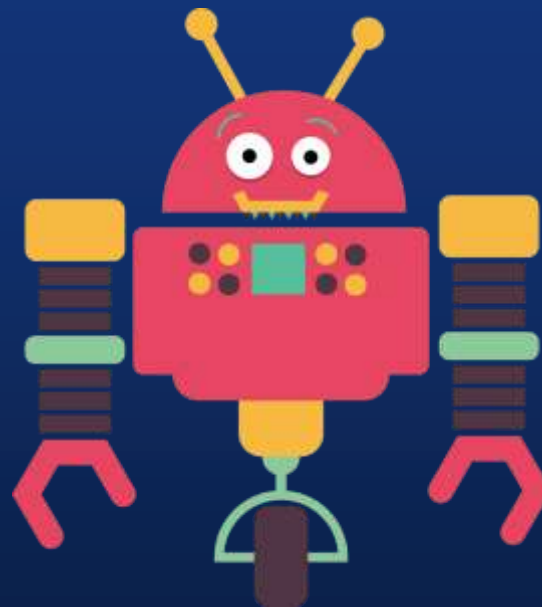
- In the 21st century, technology has become the knowledge transfer tool. Digital tools that we are using today have changed the way we think, work and live (Grabe, 2007). As we move forward with digitalization, new opportunities arise to use technology in order to foster and enhance learning process, provide wider access to education and find new methods of teaching. Yet, despite the huge potential, the impact of digital technologies on education is limited for now.





What is ICT?

- **Information, Communication, and Technology (ICT)** is referring to various digital tools used in the educational process (Arnseth & Hatlevik, 2012). Those tools can be used in many ways for: editing images, creating digital drawings, developing mind maps, creating word clusters, curating resources etc.
- The use of digital tools has become crucial in order to modernize educational services, improve trainers' skills and increase participants performance.



4 categories of ICT Tools:

Information

- to articulate information needs,
- to locate and retrieve digital data, information, and content
- to store, manage, and organize digital data, information and content

Location


- to place the student in a virtual environment where he experiences simulated situations similar to the authentic ones.

Building knowledge

- to manipulate the information accessed
- to produce their own materials needed in the learning activity
- to communicate ideas
- to evaluate current knowledge

Communication

- to communicate, collaborate, interact
- to transmit and receive messages



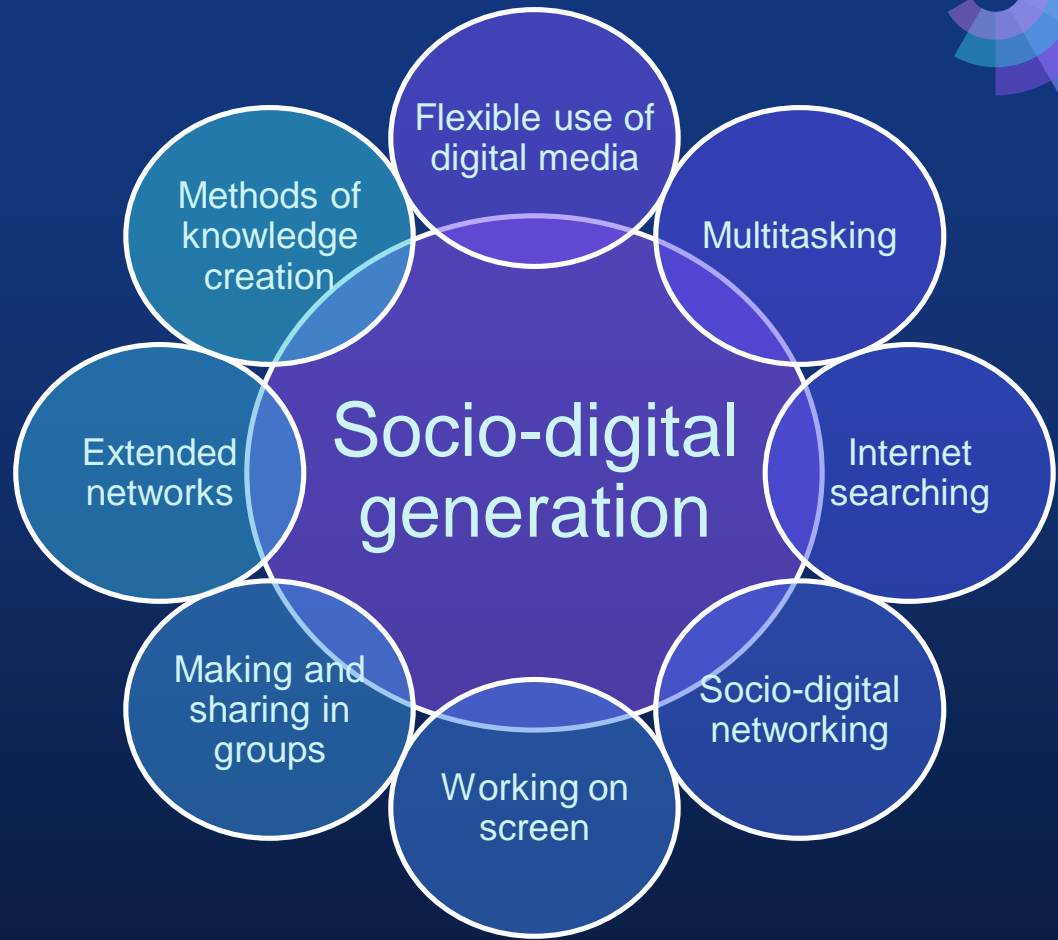
U.2

Digital Tools for
open and innovative
education



How is this generation different?

Why do we need to innovate and use digital tools in education process?



Hietajarvi et al. (2015)

Generational changes in perception and learning process

Twentieth century generation	New generation
Books → reading	Display—visual perception
- Current step, gradual movement	- Nonlinearity
- Single tasking	- Multitasking
- Linear approach	- Hyper media
- Perception through reading	- Iconic perception
- Independence	- Connection
- Ambiguity	- Cooperation
Passive school, as requirement	- School as game
- Reality	- Fantasies
- External technology	- Internal technology
- Fact awareness	- Know how to find something necessary



How technology changes the way we think and learn?

- It is not the content of any information source in the network that is remembered, but the place where this information is located, and more precisely the 'way', method how to get to it.
- The average concentration duration of attention, compared to that which was 10-15 years ago, decreased ten times. A new phenomenon is clip thinking. It is based on fragments processing of visual images, rather than "on logic and text associations" (Soldatova et al. 2015)





What digital tools do to foster the learning process?

- Digital tools support information processing by helping learners to develop mental representations through the mix of media elements presented to them. The multimedia elements include: text, image, video, and audio to present information. Research on multimedia learning have demonstrated more positive outcomes for students who learn from resources that effectively combine words and pictures, rather than those that include words alone (Mayer, 2008).



Digital tools: 5 types

- **Passive resources:** text, images, slides, sounds, video sequences.
- **Simulation applications:** enable to observe and model phenomena or actions without actually getting involved in their deployment. Educational games are also included here.
- **Evaluation applications:** enable the user to create tests and to analyze, preserve and transmit evaluation results.
- **Learning management system (LMS):** use integrated databases to keep track of progress, learning efficiency and instructional content. The main purpose of an LMS is to ensure the process of increasing knowledge, developing new skills and abilities.
- **Learning content management system (LCMS):** used for development, management, and publication of educational resources through LMS. With LCMS content creators can develop, store, reuse, manage and deliver learning content through a central repository.



Digital tools: functions

- **Peer critiquing** – the ability to comment on other people’s work. Stimulates self-reflection, improves discussion.
- **User-generated content** – there are now many different tools for creating content, meaning that the web is no longer a passive media for consumption, but active and participatory in nature.
- **Collective aggregation** - individuals can collate and order content to suit their individual needs and personal preferences, individual content can be enriched collectively by the wider community (via tagging, multiple distribution, social bookmarking).
- **Community formation** - connectivity and rich communicative channels now available on the Web provides an environment for supporting a rich diversity of digital communities (Wenger 1998).
- **Collaboration** - with online tools, students can share and edit work together.



Summary: The benefits of digital tools for education

Digital tools can be used to:

- Gather bigger audiences
- Diminish time and space barriers to communication
- Allow students to learn at their own pace
- Make registration process quicker


- Increase motivation and commitment of learners
- Create or help to create personal representations of meaning
- Support creative thinking

- Enhance access to the resources and information
- Provide participants with access to different types of resources
- Practice student-centered learning

- Collaborate and communicate. Spark a discussion between the group members

- Provide engaging materials (with combination of text, color, sound and/or animation)

- Monitor students' progress,
- Send personalized feedback
- Assess students knowledge
- Evaluate teaching methods



U.3

List of Tools and descriptions

All the resources linked to are either free or offer free versions.



GRAPHIC DESIGN



crello

Canva is a graphic design platform, used to create social media graphics, presentations, posters, documents, and other visual content.

Crello is a video and graphic design tool used to create business cards, flyers, social and blog posts, as well as long-form content like presentations and eBooks.



Slides software



Google Slides is an app that allows to easily collaborate and share presentations with text, photos, audio, or video files. It's hosted online and can be accessed in a web browser.

FEATURES:

- online PowerPoint equivalent (simplified version)
- provides ability to collaborate on presentations
- Google Slides is free with Google account
- easy to use
- allows for few people to work on the same project at the time.
- it allows to upload slides prepared in PowerPoint



Prezi is the only tool on the market that allows for virtual presentations within the video screen of a live or recorded video.

FEATURES:

- web-based app
- use of zoomable canvases for presentations
- offers a more dynamic alternative to classical slides
- basic account is free
- more difficult to use than Google Slides
- offline access is unavailable for free version
- it stores the presentation online, so it is easy to access just by signing in





Using slides in the learning process

Advantages

- Gives possibility to use multiple learning styles
- Visualizing the learning material in the form of slides enhances the learning process
- Improves learner's focus on the educational material
- Enables interaction with the learning resource
- Increases interest in the material





Record, edit audio and video

- **Screencast-O-Matic** is a file creation program that allow users to record video from a webcam, capture their computer screen, and record their voice.
- **QuickTime Player** is a multimedia development, storage, and playback technology. Quicktime can combine sound, text, animation, and video in a single file.
- **Wevideo** is a tool that allow users to create, edit, and share video content all in one place.
- **Moovly** is cloud-based program that helps users to quickly create professional videos and share them online: animations, presentations, infographics, explainer videos.
- **Vocaroo** creates audio recordings without the need for software.



ScreenCast-O-Matic features:

- Three recording options: screen, webcam or both
- Max Time – Record up to 15 minutes per video for free
- User can resize the video, choose a preset recording window size of 480p or 720p
- Full Screen or custom size available
- User can add voice narration from selected microphone
- User can stream and add captions to the video
- User can save the file as an mp4, AVI, or FLV
- It's possible to share the video on sites like Youtube or Google Drive





LMS SYSTEMS 1/2



- Moodle is designed to provide educators, administrators, and learners with a free platform to create and deliver personalized learning environments.

Educators can:

- create labels/headings for each topic or week
- create text pages or web pages with a combination of text
- add images and links
- add links to files or websites/pages
- give assignments
- chat with students
- create choice exercise (one question with a choice of answers),
- start discussion threads with forum
- create glossary (Dharmendra, Kumar, Abishek, Soni, 2011)





LMS SYSTEMS 2/2

Google Classroom

Google Classroom is a learning management system (LMS) that aims to simplify creating, distributing, and grading assignments and engaging students in learning online or remotely.

- Allows to post lecture notes, create assignments, make announcements, set due dates for assignments
- Allows to create different groups in one classroom, and give to each group a different assignment, thus making the class to be active and interesting.
- Allows to easily identify training participants that miss the workshop session.
- Previous posts made by trainers can be reused and then posted to the same group or to a different group (Hussaini, et al., 2020).



Google Classroom

How to use Google Classroom?

1. Go to <https://classroom.google.com/> and sign in with a Gmail account.
2. Click on the + icon in the upper right corner close to the Google Account name. There are two options, “Join class” or “Create class,” then click on “Create class” .
3. Create your course, click on the + sign in the right-hand corner of the screen to create your course.
4. Create courses, invite students, add content.
5. Click on the + sign to create topics within the course. You can sequence your modules by easily dragging and dropping each module to the preferred level.
6. Within your topic click the + sign and choose to add either: assignment, quiz assignment, question.
7. Invite training participants to join either by clicking on the +sign in the “Students” tab or by sending the students an email with the course code included.



DOCUMENT CREATOR



Dropbox Paper is an online document workspace, where users can organize and display text, media, and files all in one place. Paper lets easily collaborate with others and access your Paper docs from anywhere.



Hackpad is a web-based collaborative real-time text editor.



Google Docs is a web-based application in which documents and spreadsheets can be created, edited and stored online. It allows a user to add up to 50 users per collaboration, and all users can view and edit a document.



Collect & share study materials



- OneNote Class Notebook is a personal workspace for every participant, a content library for handouts, and a collaboration space for training sessions and creative activities.



- Dropbox is a cloud storage service that lets users to save files online and sync them to user's devices.



- Google Drive is a cloud-based storage solution that allows users to save files online and access them anywhere from any smartphone, tablet, or computer.





What is OneNote?

- OneNote is like a digital binder, an online notebook where the user can take notes then organize them within subject tabs.
- Because the binder is digital, user can also hyperlink text, embed video and audio, add drawings, insert images and so on.





Understanding the notebook sections:

Collaboration Space

This is an area for training participants to collaborate (work together) on projects. Trainer should give instructions of how and when to use this space.

Content Library

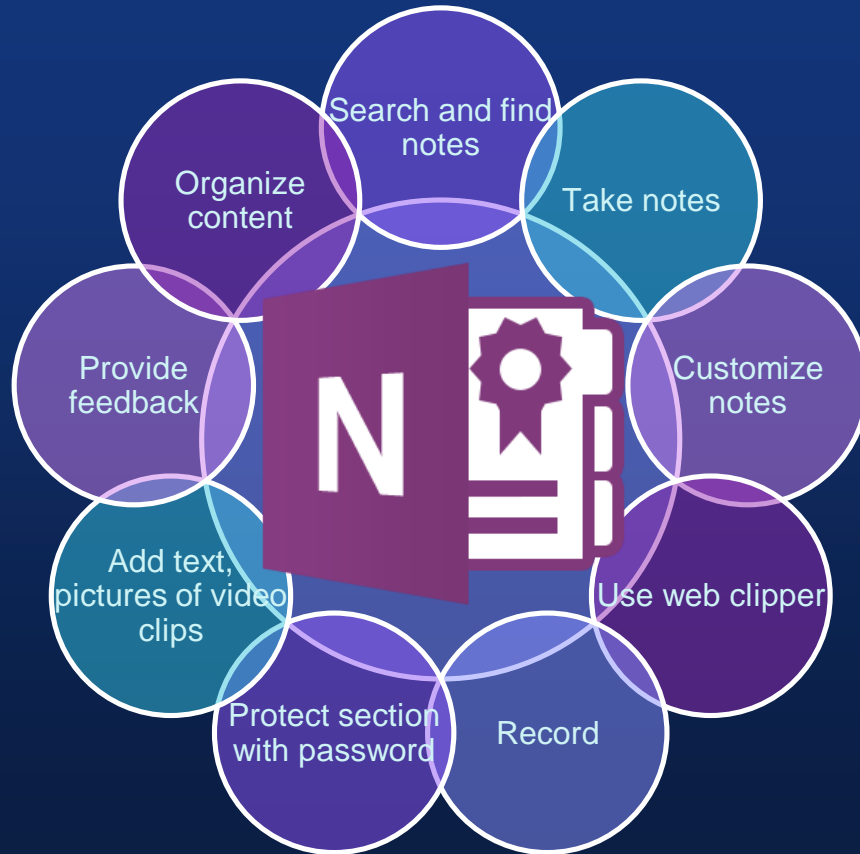
This area can only be edited by a trainer. It might include lesson instructions, handouts, quizzes, reading, videos, etc.

Student notebook

This is an area for training participant to make any independent work.



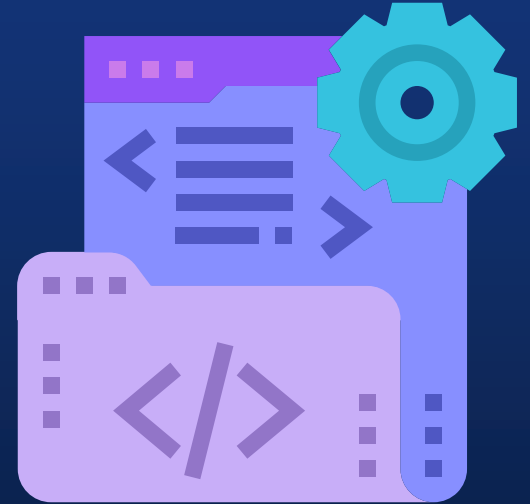
Notebook features



The ability to collate and order content to suit individual needs and personal preferences.

Individual content can be enriched collectively by using social bookmarking tools, creating tag clouds and associated visualization tools.

Collective aggregation tools





What to do with social bookmarking tool?

- Pin current events or issues related to training
- Pin images, projects, videos, stories and more
- Ask training participants to bookmark course-related materials and get engaged in the process of building the course content
- Use the search-bar to find on-topic content
- Create boards for each module and handout (Estelles, Del Moral, Gonzalez, 2010)





Social Bookmarking Systems (SBS) are useful tools for:

- Managing research groups focused on a specific topic,
- Generating knowledge by organizing and managing relevant information,
- Organizing, communicating and updating bibliographical lists or recommended readings, adding value to the shared information (Estelles, Del Moral, Gonzalez, 2010).



List of bookmarking tools



- **Clipix** is a web service for online bookmarking. It enables saving web content, uploading and sharing photos, and organizing documents all in one completely private or shareable space.
- **Dimity** users can create, share, embed and collaborate on interactive, visually engaging timelines that integrate video, audio, images, text, links, social media, location and timestamps.
- **Symbaloo** is a cloud-based site that allows users to organize and categorize web links in the form of buttons.
- **Diigo** is a social bookmarking website that allows signed-up users to bookmark and tag Web pages. Additionally, it allows users to highlight any part of a web page and attach sticky notes to specific highlights or to a whole page.
- **Scoop.it!** - Original content can be embedded, intuitive 'suggestion engine' and 'virtual thumbs up' (similar to 'likes') 'Rescoops' allow you to attach an article/finding to user's own account.

The ability to connect,
continue discussions,
share relevant materials.

Communication and community formation tools



TEXT & VOICE MESSAGES



Messenger

Messenger is a mobile app that enables chat, voice and video communications between the social media site's web-based messaging and smartphones.



Whatsapp

WhatsApp allows users to send text messages and voice messages, make voice and video calls, and share images, documents, user locations, and other content.



Google Handouts

Google Hangouts allows conversations between two or more users. A "watermark," of a user's avatar is used as a marker to indicate how far they have read into the conversation. Photos can be shared during conversations, which are automatically uploaded into a private Google+ album.



VIDEO CONFERENCING SOFTWARE



- Zoom is a cloud-based video communications app that allows you to set up virtual video and audio conferencing, webinars, live chats, screen-sharing, and other collaborative capabilities.



- Microsoft Teams is offering workspace chat and videoconferencing and file storage.



- WebEx is cloud-based web and video conferencing service that enables global and virtual teams to collaborate on mobile devices and standards-based video systems in real time, supports large-scale events such as webinars and virtual training.



- GoToMeeting is an online meeting, desktop sharing, and video conferencing software package that enables the user to meet with other computer users in real time.



Overlapping features of video conferencing software

Common features:

- Screen sharing
- Video sharing
- Document sharing
- Direct messaging via chat



- HD 720p by default, though 1080p available in video quality settings
- Free version enables users to host up to 100 participants with a 40-minute maximum group meeting duration.
- Zoom has fewer features than Microsoft Teams so it's easier to use
- Office 365 applications available
- Video Quality HD 1080p by default
- Free version offers video conferencing for up to 300 participants and a maximum meeting duration of 60 minutes.
- Many functionalities make it difficult for first time users to navigate

<https://www.uctoday.com/collaboration/microsoft-teams-vs-zoom-which-is-best/>

SOCIAL MEDIA



Facebook is a website which allows users to connect with friends, colleagues or people they don't know. It allows users to share pictures, music, videos, and articles, as well as their own thoughts.



Google+ is a social network, enabling brands to build relationships with prospects, customers, and other businesses. Similar to other networks, users can share information and images.



Twitter is a free social networking microblogging service that allows registered members to broadcast short posts called tweets.



Education through social media: tips for educators

1. Always set clear goals before the activities.
2. Give specific guidelines and instructions for posting on social media.
3. Define clear expectations for participation.
4. Encourage continuous feedback.
5. Give feedback in exchange for participation.





The use of microblogging in education: Twitter

- Is characterised by short, SMS-like messages and a rapid, spontaneous exchange of ideas
- Enables reading, commenting, discussing the tweets
- Character limit, encourages students to write clearly and concisely
- Connects students with each other
- Stimulates discussions and informal information-sharing
- Social tagging enables students to annotate (learning) resources with freely chosen keywords (tags)
- Allows to integrate multimedia objects in messages (images, audios, video, polls)





Blogging for teaching and learning

- Blogs have features such as knowledge filtering, personal diaries, and e-notes where students can use a blog to facilitate the learning at their own pace (Blood, 2002).
- Blog is an effective interactive tool that could promote learner's collaboration and interaction.
- Blogs allow individuals to share knowledge with each others.
- Blogs allow to express personal style (Nardi, Schiano, Gumbrecht, & Swartz, 2004).
- Blogs enable students to structure their thoughts and make them available on the Internet.
 - Examples: WordPress, Blogger (both blogging platforms allow to compose and edit posts, market posts to readers and conduct research).



Give ability to share and edit work with each other. Students collaborate and communicate with shared goal in mind.

Collaboration tools



What is a mind map?

- A mind map is a visual representation of information. From there, related ideas, keywords, and notes can branch off in all directions. In a result, a hierarchical diagram is created. The diagram provides a great overview and lets the students make out connections between individual elements.
- According to Sujana (2006), mind mapping is recommended as a good technique to absorb information presented in the text. Students need to connect one key word to other in order to connect one idea to other idea and get the main idea or the big idea of the text, get the specific information and to be able to retain the information.

Perfect mind-map

Includes the important concepts and describes domain on multiple levels

All concepts are interlinked with several other concepts

Links accurately and clearly describe all relationships

Map is contained in a single page, has multiple hierarchies, has sufficient number of relevant examples with links



Brainstorm, mind map, and collaborate



popplet



simplemind[™]

- **bubbl.us** a browser-based mind-mapping tool that is great for project planning, collaboration, and brainstorming purposes.
- **Popplet** is a mind-mapping application and graphic organizer that helps students think and learn visually.
- **SimpleMind** is a tool for the mind mapping. It helps you think, collect knowledge, remember and create ideas.
- **MindMeister** a completely web-based mind mapping software that runs in any standard web browser.
- **Coggle** is a mind-mapping tool designed to help you understand student thinking.
- **Conceptboard** is a software that facilitates team collaboration in a visual format, similar to mind mapping but using visual and text inputs.
- **Educreations Whiteboard** is a whiteboard app that lets students share what they know.
- **Miro** allows for whole-class collaboration in real time.





The steps in designing a concept map:

1. Start with a blank canvas or choose from our template library.
2. Select your layout.
3. Find and define a focus question.
4. Identify key concepts (10-20 that relate to the main concept).
5. List in rank order, general to specific.
6. Connect concepts by line links and name the links to define relationships between concepts.
7. Share with others.
8. Revise and reposition.





More about MindMeister

- It's web-based mind mapping and brainstorming tool.
- Allows to share maps with an unlimited number of users to collaborate.
- Offers to turn a mind map into a chart layout.
- Offers a theme—a combination of colors, styles, and fonts.
- By default, all of your mind maps are private. Individuals can be invited by emails or links.
- Offers to review history of changes and to see who contributed and when
- Offers presentation mode (to turn map into a slideshow) lets user export mind maps to PDF, PNG/JPG, RTF, Word, PowerPoint.





Brainstorm, mind map, and collaborate



- Padlet provides a cloud-based software-as-a-service, hosting a real-time collaborative web platform in which users can upload, organize, and share content to virtual bulletin boards called "padlets".
- Linoit is an online site that allows one to create boards using sticky notes. The user can create a board for private use, for sharing with the public, or to share with individuals who have been given a link to the owner's board.
- Classtools offers online game, quiz, and concept map generators.





Brainstorm, mind map, and collaborate



Hot Potatoes

Hot potatoes is a software suite comprised of six different programs, referred to as modules. Each module can be used to create a different type of interactive, Web-base exercise.

Module:

1. **JBC:** multiple-choice quiz
2. **JQuiz:** text-entry quiz
3. **JMix:** jumbled-word exercise
4. **JCross:** crossword puzzle
5. **JCloze:** fill-in-the-blank exercise enter the words that are missing
6. **JMatch:** matching exercise

All six modules of the Hot Potatoes program suite have several useful options that allows to customize exercises within the bounds of the basic templates. It's possible to customize feedback such that students receive a different message according to which incorrect answer they choose.

Some of the modules also allow entering a reading text upon which the questions can be based. All modules except JCross allows to easily incorporate graphics, sounds, and video into exercises.





Generate word or tag clouds

- EdWordle Generates word clouds from any entered text to help aggregate responses and facilitate discussion.
- Tagxedo Allows to examine student consensus and facilitate dialogues.
- Wordables Helps to elicit evidence of learning or determine background knowledge about a topic.
- WordArt Includes a feature that allows the user to make each word an active link to connect to websites, including YouTube



Give ability to publish your work, disseminate your ideas and generated content on independent platform.

Publishing tools





To publish use....

- **SlideShare** is a hosting service that includes presentations, infographics, documents, and videos. Users can upload files privately or publicly in PowerPoint, Word, PDF, or OpenDocument format.
- **Weebly** Weebly is a freemium website creation and Web-hosting service
- **YouTube** is a video sharing service where users can watch, like, share, comment and upload their own videos.
- **Daily Motion** video-sharing technology platform primarily
- **Vimeo** s a video-sharing website that allows members to view, upload and share videos.



For knowledge check and
evaluation

Audience response tools





SURVEYS, POLLS & QUIZZES 1/2



Google Forms



Microsoft Form



Survey Monkey



Poll Everywhere



LimeSurvey

Those are free online software tools that allow educators to create surveys and quizzes.

They track participant responses, providing real-time results and analytics for your surveys.

They allow educators to ask their students questions while using phones or web browsers.

Other poll makers: Zoho Survey, Poll Maker, Micro Poll, FreeOnlineSurveys, Crowdsignal.



SURVEYS, POLLS & QUIZZES 2/2

 **socrative** ●————●

is a game-based learning platform that makes it easy to create, share and play learning games or trivia quizzes.

Quizlet ●————●


is a cloud-based student response system. It allows to create simple quizzes.

Kahoot! ●————●

is a free website providing learning tools for students, including flashcards, study and game modes.

Other quiz makers: Triventy, Quia, Studyblue





U.4

How to use and
integrate digital
tools





Aim of technology integration

- to improve quality, accessibility and cost-efficiency of the learning process (Albirini, 2006, p.6)
- to find authentic ways to use technology for concept/process-based instruction higher-level thinking, and qualitative assessment (Moersch, 1995)
- to extend participant understanding
- to provide a hands-on inquiry to a problem or issue.



Integrate means to form,
coordinate, or blend into a
functioning whole.

Merriam-Webster's Dictionary (1997, p.391)







Technology integration: what is it?

- Technology integration is **more** than simply using a device to perform a task (Guzey & Roehrig, 2009). It is **more** than assigning a website to use for research or showing a video in class.
- Technology integration is the application of technology to **facilitate learning through different mediums, provide opportunities for student-centric learning, engage learners, and allow for differentiation and learning preferences** (Ertmer, Ottenbreit-Leftwich, Sadik, Sendurur, & Sendurur, 2012).





Process of adoption of ICT is not a single
step. It is ongoing and continuous process.
(Young, 2003)





To integrate technology into a learning process, we first need to know how to design it. Let's dive in.



The 7Cs of learning design

The Seven Cs of Learning Design illustrates the key stages involved in the design process, from initial conceptualization of a learning intervention through to evaluating it in a real learning context (Conole, 2014).

→ **Conceptualize**

- ◆ What is the vision for the learning intervention?
- ◆ Who is it being designed for?
- ◆ What is the essence of the intervention?
- ◆ What pedagogical approaches are used?

→ **Capture**

- ◆ What Open Educational Resources are being used for the training?

→ **Create**

- ◆ What kinds of learning activities will the learners be engaged in?

→ **Communicate**

- ◆ What types of communication will the learners be using?

→ **Collaboration**

- ◆ What types of collaboration will be learners be doing?

→ **Consider**

- ◆ What form will evaluation take? How will you check the acquired knowledge and skills?
- ◆ Are the learning outcomes related to the activities and assessment elements of the learning intervention?

→ **Consolidate**

- ◆ How effective is the design?
- ◆ Do the different elements of the design work together?




Designing a training session: The 5E Model


The 5E Model was developed in 1987 by the Biological Sciences Curriculum Study to promote collaborative learning

- **Engage** - Pique natural curiosity and activate prior knowledge on the topic.
 - ◆ Capture trainees interest, provide opportunity to express what they know about the concept or skill developed.
- **Explore** - Get students involved.
 - ◆ Carry out an activity where they can explore a concept or skill. Grapple problem or phenomenon. This phase should help to acquire a common set of experiences that they can use to make sense of the concept.
- **Explain** - Provide students opportunity to build understanding.
 - ◆ After students have explored the concept or skill, the trainer can provide the concepts or terms for trainees to create explanation.
- **Elaborate** - Challenge and extend students knowledge and skills by engaging them in new activities.
 - ◆ Gives students the opportunity to apply what they learned in a new situation to develop deeper understanding.
- **Evaluate** - Determine what students have learned.
 - ◆ Review and reflect what they learned and provide an evidence for changes to their understating beliefs and skills (Vigeant, 2017).





How to integrate the digital tools
into learning and teaching?
Q&A






Ask yourself the following questions:


To achieve seamless digital tools integration into the learning process, you need to establish:

- What skills are needed for digital tools of your choice?
- Have your target group already mastered these skills?
- How many tools will you introduce to your training?
- How will technology help your target group better understand content?
- How can you achieve a satisfactory level of integration between the group members through the use of digital tools?





How to integrate the digital tools
into learning and teaching?
Practical solutions





Storing & accessing the course content

- Choose a platform to store & share the training course documents. Upload and access course content using **Google Classroom, OneNote Class Notebook** or other digital tool to:
- ◆ Digitally organize, distribute, and collect assignments and course materials
 - ◆ Share an agenda
 - ◆ Communicate with participants about submitted materials
 - ◆ Give access to handouts and other relevant course materials





Videoconferencing

→ If all or some of the participants take the session in online form, choose a platform for carrying out videoconference. It can be for example: **ZOOM, Microsoft Teams, WebEX, GoToMeeting**

- ◆ Before starting the session, find out how to use screen sharing
- ◆ Check if camera and microphone are working
- ◆ Ask participants to stay on mute unless they have something to say
- ◆ When a participant is speaking encourage him/her to use camera if it's possible
- ◆ Share the meeting link with participants



Integration of surveys, polls, and quizzes

If you want to check if participants are grasping the particular concept before you move on, you can use tools such as **Poll Everywhere** , **Kahoot**, **Quizlet** or **Socrative**.

Ask yourself the following questions:

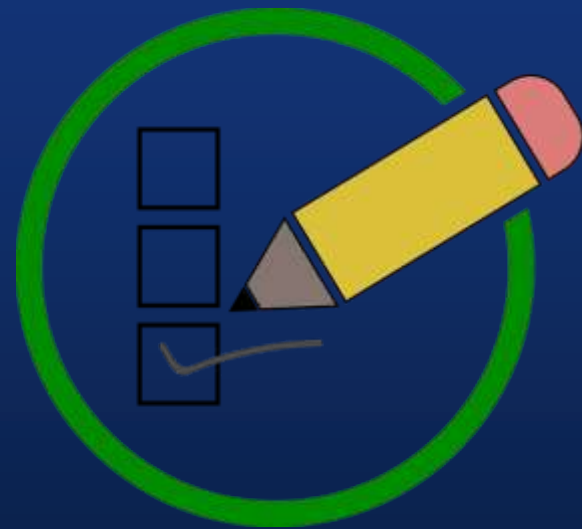
When assessing students' understanding of a concept, consider including an "I'm not sure" response option or an occasional follow-up question on students' confidence level answering the question.

- What is the purpose of the poll (e.g. formative assessment, identifying misconceptions, knowledge-check)?
- Are your poll items closely aligned with your training course goals?
- Do you want to use open or closed questions? The primary question types include multiple choice, clickable images, rank order.



Knowledge check & feedback with digital tools

- Use Google Forms, Microsoft Form, Survey Monkey or Poll Everywhere to check trainees' knowledge, the level of satisfaction, etc.
- **Moodle and Google Classroom** enable trainers to provide personalized feedback, and they provide a messaging service for trainees who may want to send emails with questions or concerns about the course. **Screencast** also gives personalized feedback option. All you need to do is record a computer screen while viewing the results of someone's work. Thanks to that, you can point out areas for improvement and areas where trainees have excelled.

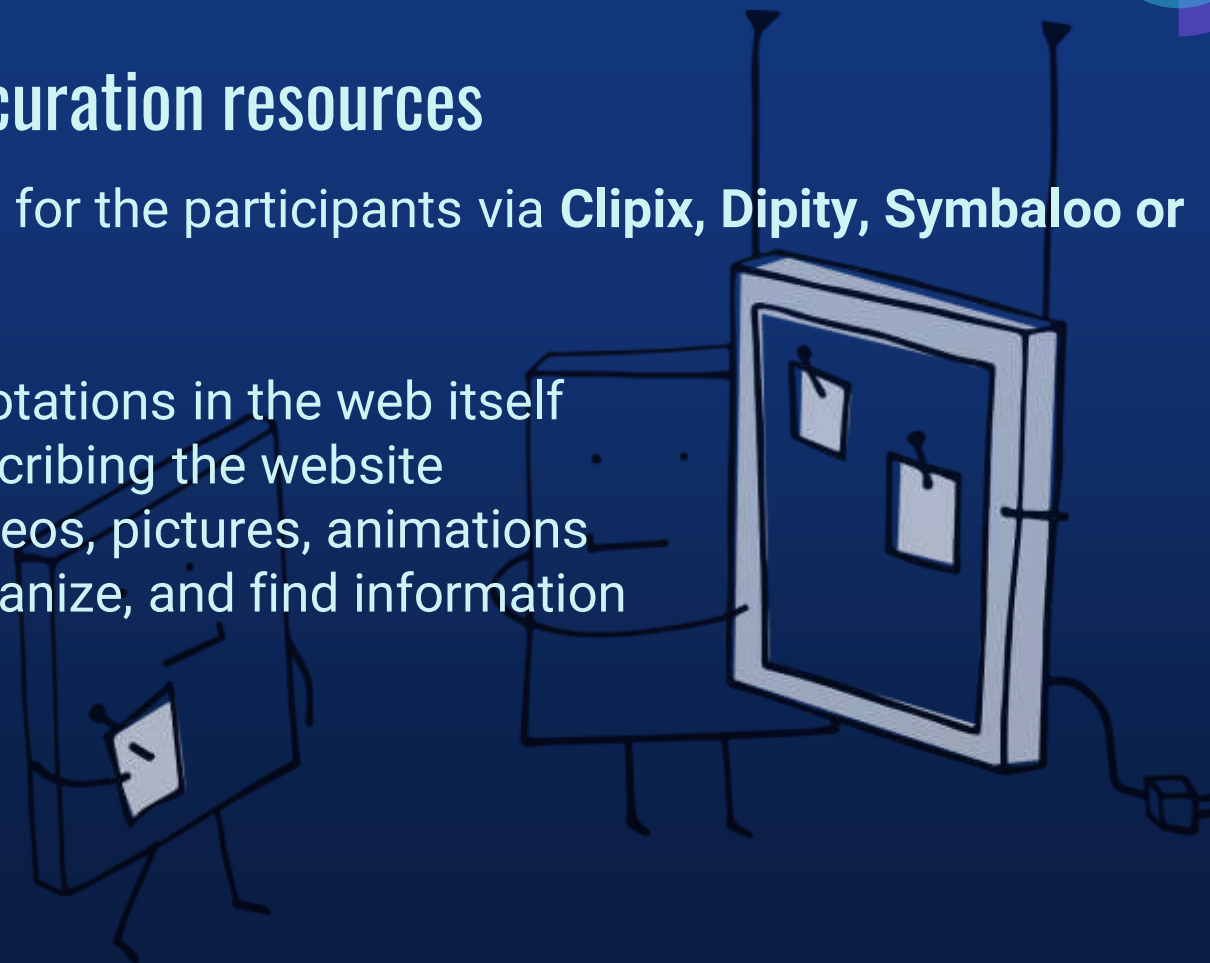




Integration of curation resources

Curate resources for the participants via **Clipix, Dipity, Symbaloo or Diigo.**

- add text annotations in the web itself
- add tags describing the website
- clip/mark videos, pictures, animations
- highlight, organize, and find information






Integration of content creation tools

- Show slides and infographics related to the training. To create them you can use tools like: **Canva, HaikuDeck, Prezi.**
- During team activities, you can assign one student per team to take notes. They can use **Google Docs, Hackpad, Dropbox Paper** for that purpose.
- To make or edit videos use: **Screencast-O-Matic, QuickTime Player, EdPuzzle, Wevideo Moovly, Animoto**
- Use whiteboard activities and mind mapping like **Padlet, Lino, Popplet, Simplemind.**





U.5

Using digital tools and
resources: copyright and
licenses





Basic terms

- **Copyright:** legal protections of creative works (e.g., songs, photographs, books) to prevent them from being used by others without permission
- **Open Educational Resources (OER):** materials or resources that are publicly accessible for any user.
- **Open Licenses:** a license that allows users to freely use a resource without seeking permission (e.g., public domain, Creative Commons)
- **Public Domain:** a technical term referring to works that are not subject to copyright protection.
- **Royalty Free:** a variation of copyright that allows materials to be used in some limited manner (e.g., print an image up to ten times) without paying a fee (Ottenbreit-Leftwich, Kimmons, 2020).






Types of copyrighted works:

What is an original work? It is the original expression of an idea in an artistic, literary, musical or dramatic form.
Products included in this definition:

- writings,
- poetry,
- graphic designs,
- sculptural works,
- motion pictures,
- audiovisual works,
- sound recordings.

- websites,
- computer code,
- software,
- databases,
- literary works,
- music,
- lyrics.





Use of copyrighted works without permission is determined by 4 factors

Purpose of Use: You need to determine whether the work you're using is left in its original state or changed by being enriched with new information, aesthetic, insights, and understandings.

Nature of Use: At issue is whether the material copied has been informational or entertaining in nature

Amount Used: a small portion of work should be utilized. If the portion taken is the “heart” of the work, so it contains the most memorable aspects of the work, it might create problems.

Commercial Impact: It should not directly impact copyright holder's ability to profit from the work.




Is my work falling under fair use? 4 questions to ask yourself:

1. Is the use transformative?
2. Is the work informational/factual in nature?
3. Is the use minimal?
4. Does the use negatively impact the copyright holder's ability to profit from the work?

If the answer to these 4 question is yes, the work falls under fair use.

If the answer to one question does not align with fair use, then your use might still be fair, but it increases the potential for it to be judged otherwise.





The Five "R's" of Openness

Openness may mean different things to different people, but when we refer to openness in terms of open licensing, we mean openness that gives us freedom to do the five R's:

- Retain - make, own, control a copy of the resource
- Reuse - use your original, revised, or remixed copy of the resource publicly
- Redistribute - share copies of your original, revised, or remixed copy of the resource with others (e.g., post a copy online or give one to a friend)
- Revise - edit, adapt, modify a copy of the resource
- Remix - combine your original or revised copy of the resource with other existing material to create something new

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Libraries and search engines that allow to search for copyleft-licensed works.

- Wikimedia Commons
- Creative Commons Search
- Flickr Creative Commons
- Vimeo Creative Commons
- Internet Archive Scholar
- Creative Commons Music
- Search Google Images
- OER Commons





Attribution

When utilizing someone else's work in your own, you should be sure to attribute the work. Ask yourself:

Who is the author?

Where did you find the work (e.g., url)?

What license is the work shared under?

What is the title of the work?





Q&A

- How do you apply technology into your teaching methods so far?
- What more can you do?
- Do you feel ready to apply different software products and programs into your teaching practice?
- Do you need any additional support? What sort of support?



THANK YOU



Do you have any questions?



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