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# Leaders INTeach



**Developing Digital Pedagogy  
Competences for C\_VET trainers**

**2020-1-ES01-KA226-VET-095377**

## Module 3 – Learning scenario



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## Introduction

In this document, you will find the learning scenario of Module 3.

**A learning scenario is a simulation that recreates a real life situation or problem to be solved, so that you can put into practice the competences we want to develop. To solve it you will have to put into practice everything you have learnt in this module, according to the Learning by Doing strategy.**

**At the end of the exercise, you will be able to consult how to solve the challenge.**

## Learning scenario

**María is a C\_VET teacher with a couple of years of experience. Because of the CoVid-19 situation, most of her classes are now conducted online. She has realised that most of her students don't know how to use online collaborative tools, so she has decided that she will devote the next few classes to teaching her students how to use Google Drive.**

**After designing the classes using the backward design method, María has decided to focus on the Google Slides App. As a final assessment, she will ask the students to create a collaborative Google Slides presentation about how to**



**use Google Drive as a collaborative tool. This way, future students will be able to benefit from her students work in the future.**

**To finish preparing her classes, Maria wants to search for Open Educational Resources to use as support material. She doesn't know where to start, because it's the first time she is going to use this kind of digital resources.**

**If you were in María's situation, how would you proceed?**

**Can you help her?**



## Solution

### STEP 1 – CREATE A LIST OF KEYWORDS

First, María creates a list of keywords based on her learning outcomes, so she can use them to search for material. After finishing the course, her students will be able to use Google Slides to create presentations collaborating with other people, so she lists the following search terms:

- Google Drive
- Google Slides
- Slides presentation
- Collaborative tools

### STEP 2 – SEARCH

Next, she uses the keyword to search for content. To look for video tutorials that could be useful for their students, she goes to Google's general search engine, to OASIS and Vimeo, and does a search there.

### STEP 3 – SELECTING THE MATERIAL

After doing this first search and having found some material that could be useful, María reviews the material to select the content that will be more useful for her classes.



There is a lot of videos she could use in Youtube and Vimeo, so she decides to focus on some specific criteria to choose the most adequate one:

- **The video duration:** the video can't be too long, or her students won't be able to keep their attention.
- **Language:** her students only speak English, she to video has to be in English or have English subtitles available.
- **Favourable reviews:** She looks at the video comments and the rating, to know how the videos are valued by other professionals.
- **Accuracy:** she chooses the video that has the most accurate and up to date information.

## Summary

After searching and selecting, María has the videos she needs as support material for her students.

To be able find the material she needs, she has:

1. Created a list of keywords based on the objectives of her classes.
2. Searched for content using the keywords.
3. Selected appropriate open content using a list of criteria that fits her porpoises for the class.

**Searching and selecting class material doesn't have to be overly complicated if you do it in an orderly and step-by-step manner!**