

Module 5 - Teaching competences and values

Guidance material	5.5.2 Teaching Digital Competence Grade 7-9
What is the purpose of this material?	<ul style="list-style-type: none"> This is a selection of teaching strategies and teaching templates to support the teaching of digital competence
When to use this material?	<ul style="list-style-type: none"> When introducing the competences to teachers to support them in implementing this competence in their class programme.
With whom to use this material?	<ul style="list-style-type: none"> Teachers
Have you considered these materials first?	<ul style="list-style-type: none"> Introduce teachers to the SCF through: <ul style="list-style-type: none"> 1.1 What is the SCF? 1.2 Structure of the SCF 1.3 Definitions matching activity 1.4 Prior knowledge brainstorm activity 1.5 Close reading – Executive summary 1.6 Close reading – Framework Requirements and Exemplifications 4.1 What are competences? Introduce teachers to this competence through: <ul style="list-style-type: none"> 4.1.5 What is Digital Competence?
How to use this material?	<ul style="list-style-type: none"> This resource can be used in a range of ways, for example: <ul style="list-style-type: none"> Share with teachers and discuss it in staff meetings or team meetings. Encourage teachers to plan using the ideas in this resource. Encourage teachers to adapt the teaching strategies and templates below to meet their grade level, curriculum area and student's needs. Discuss the ideas and then ask teachers to share their own ideas for teaching this competence. For more information on each competence read the <i>Framework Requirements & Exemplifications</i> section of the <i>Abu Dhabi Education Council Student Competence Framework (SCF) for Private Schools - Competences for Abu Dhabi's 21st Century Learners (2014)</i>. Note: All websites were checked at the time this guidance material was created. Any website used in an educational context should be checked for accuracy and appropriate content. Links to other websites from this material should not be taken as endorsement of those sites or of content/products offered on those sites
What resources or equipment are needed?	<ul style="list-style-type: none"> Copies of the <i>Framework Requirements & Exemplifications</i> section of the <i>ADEC SCF for Private Schools (2014)</i>.

Teaching Digital Competence Grade 7-9

Here are some strategies and teaching approaches to try in your classroom to promote digital competence:

- Digitally competent learners at this stage effectively use a range of information and communication technologies to solve problems and communicate information selected from a range of digital sources.
- Students investigate, research and write a letter to the school administration for or against the use of technology in the maths classroom. They investigate when and how to use technology to support learning mathematics, as opposed to when and how technology can impede the learning of mathematics. They acknowledge positions for and against the use of technology, and make a clear recommendation based on investigation and research
- Students know about a range of ICTs and can select the relevant technology to complete specific tasks. Provide opportunities for students to investigate and make recommendations about when and how to use technology to support their learning in specific curriculum areas.
- Provide opportunities for students to select and synthesise relevant information from a variety of sources and develop their ability to discern the reliability of online information.
- Encourage students to collaborate online and to use technology to create learning artefacts which demonstrate new knowledge.
- Provide opportunities for students to understand responsible and ethical use of ICT by investigating how good digital citizens behave.
- Allow more technologically skilled students to mentor other students in this area.
- Model the way to ascertain the reliability of online information for students.
- Provide opportunities for online collaboration.

Two key things to remember:

1. As the teacher you don't have to be a master of technology, nor do you have to understand everything students can do with technology. It is about providing the opportunities.
2. It is important that students understand that any digital device is treated as a learning tool. Every digital activity undertaken is to improve students learning outcomes.

- Use a range of sites and online resources to give you new ideas and students the opportunity to use a digital device.



www.readwritethink.org

- Try to encourage original work. Teach students about copyright



www.cyberbee.com

- Encourage collaboration. There are a number of 21st century tools that can assist with this such as Google apps, Blogger and Edmodo.
- Teach others how to write effective comments on other's digital work.



<http://bit.ly/1jXmpM5>

- Not everything we read online is true. Teach students how to evaluate a website and how to effectively search for information.



[How to search on Google](#)

- Teach students to search effectively for information. Support students to use websites that simplify online searching.



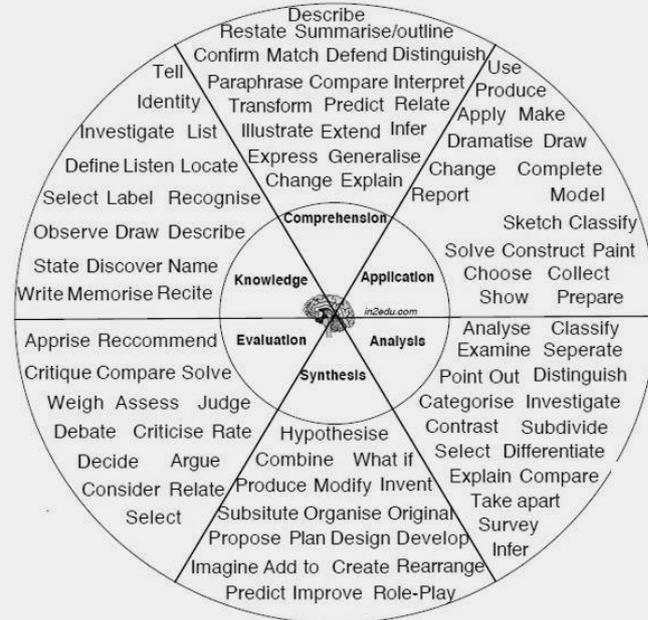
[Instagrok](#)

SCF Pilot School Case Study

Blooms action verbs

SCF Pilot School

Bright Riders Private School



Many teachers are familiar with the [Blooms Taxonomy Action Verbs wheel](#), but Bright Riders Private School have taken this tool one step further. They have reorganised the action verbs into the SCF competences. Teachers use the action verbs when writing their learning outcomes. They start their learning outcome with an action verb that matches the major competence they and their students are focussing on.

Blooms action verbs for: Digital competence

e.g. By the end of this lesson students will be able to **present** their own poems using a range of information and communication technologies.

Action verbs:

Access	Respond	Explain	Act
Select	Relate	Examine	Show
Explore	Develop	Compose	Connect
Design	Organise	Adapt	Work
Discover	Justify	Generate	Demonstrate
Recognise	Plan	Create	State
Solve	Create	Construct	Invent
Invent	Evaluate	Manage	Present
Review	Use	Consider	Recognise

- Search online for lesson plans to help support effective teaching and learning around ethical and appropriate use of ICT.



[Common Sense media](#)



- Try some coding for students to create their own programs, stories, animations and games to present material.



[Scratch](http://www.scratch.mit.edu)