Essential Digital Learning Skills for Teachers

Level 1 – Getting Comfortable with Contemporary Learning (Look to Learn)

Maintain an Online Classroom Presence

☐ Set-up and use: Blog, wiki, CMS, etc. (Wordpress, Moodle, Grou.ps, etc.)

☐ Can add or post new information

☐ Can add or insert media, files, images, etc.

Have Routines for accessing online resources

☐ Access a set of RSS feeds (Netvibes, Pageflakes, iPad Flipboard)

☐ Use a bookmarking application for useful sites (Diigo, etc.)

☐ Subscribe to podcasts via iTunes

☐ Share resources with colleagues (through email, Diigo groups, Twitter, etc.)

Use Technology to aid Thinking and Creativity

☐ Create and / or use Look to Learn or other Thinking Routines

☐ Use software through a projector or IWB to making thinking "visible" (VUE, Stixy, etc.)

☐ Encourage students to represent their thinking visually using these tools.

Professional Learning

☐ Join a professional online learning community and follow posts periodically

☐ Join an online chat, "Webinar", presentation or online conference as an observer

☐ Choose one aspect of a learning framework to follow and reflect on

Level 2 – Integrating Contemporary Learning into Classroom Life (Beginning ClassPortals)

Teacher use of the Online Classroom Space

- ☐ Regularly update the online space as an extension of classroom practice
- ☐ Draw from online resources (Pageflakes) to enrich learning
- ☐ Easily add text, links, images or multimedia to the Web space
- ☐ Use categories / tags to organise site content and users

Student use of the Online Classroom Space

- ☐ Students contribute to the online space through comments or adding content
- ☐ Students, parents or others access the Web space from outside the school
- ☐ Students take on tasks like reviewing RSS feeds and adding bookmarks
- ☐ Students may have their own area within the space or have author rights to publish
- ☐ Students contribute to social learning networks through tools like Clipmarks, Diigo and Dipity

Promoting student online discussions

- ☐ Create opportunities for students to meaningfully contribute to the space
- ☐ Encourage students to share interesting resources with the group

Scaffolding Advanced Thinking

- ☐ Regularly model use of mind-mapping, etc. software to represent topics
- ☐ Ask students to lead such modelling sessions
- ☐ Experiment with new Visible Thinking software and strategies
- ☐ Explore cognitive scaffolding tools to prompt higher performance (Exploratree, Decide Already, Thesis Builder, etc.)
- ☐ Highlight relationships between current resources and course content
- ☐ Use a thematic focus related to subject matter
- ☐ Critique resources with students to refine understandings

Participating in online Collaborations or communities

- ☐ Join online projects or partnerships to work with others online
- ☐ Identify online locations that share your interests and visit them regularly

Developing Habits of Mind and a Joy in Learning

- ☐ Use the exploration of online resources to focus on a core set of topics or issues
- ☐ Encourage students to specialise in aspects of the topics that particularly interest them
- ☐ Set up monitoring or tracking approaches that enable long-term data collection or observations
- ☐ Overtly integrate use of cognitive terminology into the vocabulary of the classroom
- ☐ Consciously support autonomy, competence and group relatedness as students follow interests

Level 3 – Contemporary Learning (Advanced ClassPortals, WebQuests & Serving the Net)

Seamless Learning Environments

- ☐ Teachers and students voluntarily participate in local and global networks
- ☐ Teachers and students use a variety of tools to effectively communicate and collaborate
- ☐ Develop ongoing partnerships and collaborations so learning is always global and local
- ☐ Use interactive digital resources to personalise learning opportunities

Begin Monitoring Learning as a Continuum of Competencies

- ☐ Curriculum Mapping helps shift from a time to a competency-based approach to learning
- ☐ Use assessments linked to matrix of mastered competencies
- ☐ Define curriculum in terms such as Concept, Skill & Assessment in new units

Scaffolding Sophistication in Thinking

- ☐ Use a framework such as CEQ-ALL or WebQuests to scaffold self-managed learning
- ☐ Empower Middle Years & Secondary students to set personal Learning Paths
- ☐ Orchestrate authentic learning opportunities and give students responsibility for the outcomes
- ☐ Seek challenges that call for critical, creative and innovative responses
- ☐ Embed honest reflection as a natural part of any learning process, not an added task

Building Knowledge

- ☐ Track core / essential questions and themes related to course learning
- ☐ Revisit core questions and themes by using "tags" and student expertise
- ☐ Develop strategies for age-appropriate knowledge creation and management
- ☐ Seek problem-solving opportunities in the curriculum that require negotiation and risk-taking
- ☐ Have at least one public platform for an ongoing project to which students contribute

Digital Citizenship

- ☐ As active contributors to the Web, students should offer leadership in ethical grey areas
- ☐ As new technologies arise, students should discuss implications, risks and benefits
- ☐ As users and creators of intellectual property, students respect both rights and responsibilities

Emerging Technologies

- ☐ Make the review of new technologies part of classroom learning
- ☐ Explore new Web applications and evaluate them for personal or general use
- ☐ Investigate "unintended consequences" to new technologies
- ☐ Connect emerging technologies to the main topics of interest & view from a specialist perspective
- ☐ Brainstorm ways a new technology could extend or enrich learning
- ☐ Participate in communities that discuss new advancements