



DigiGo - Apprenticeships in the digital era

Module 7 – Professional Engagement

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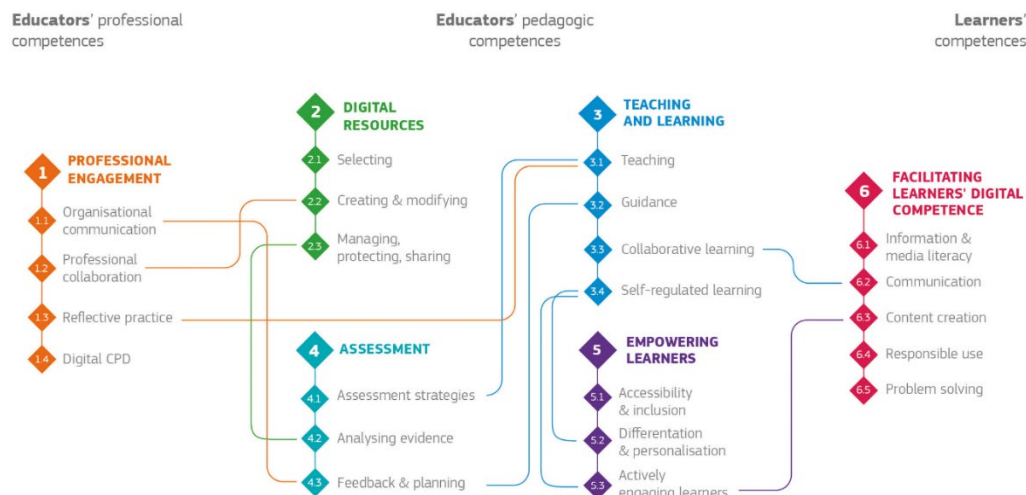
Table of Contents

Introduction to Professional Engagement	3
Organisational communication	6
Professional collaboration	8
Reflective practice	10
Digital Continuous Professional Development (CPD)	12
Evaluation	15
Bibliographic references and further reading	16



Introduction to Professional Engagement

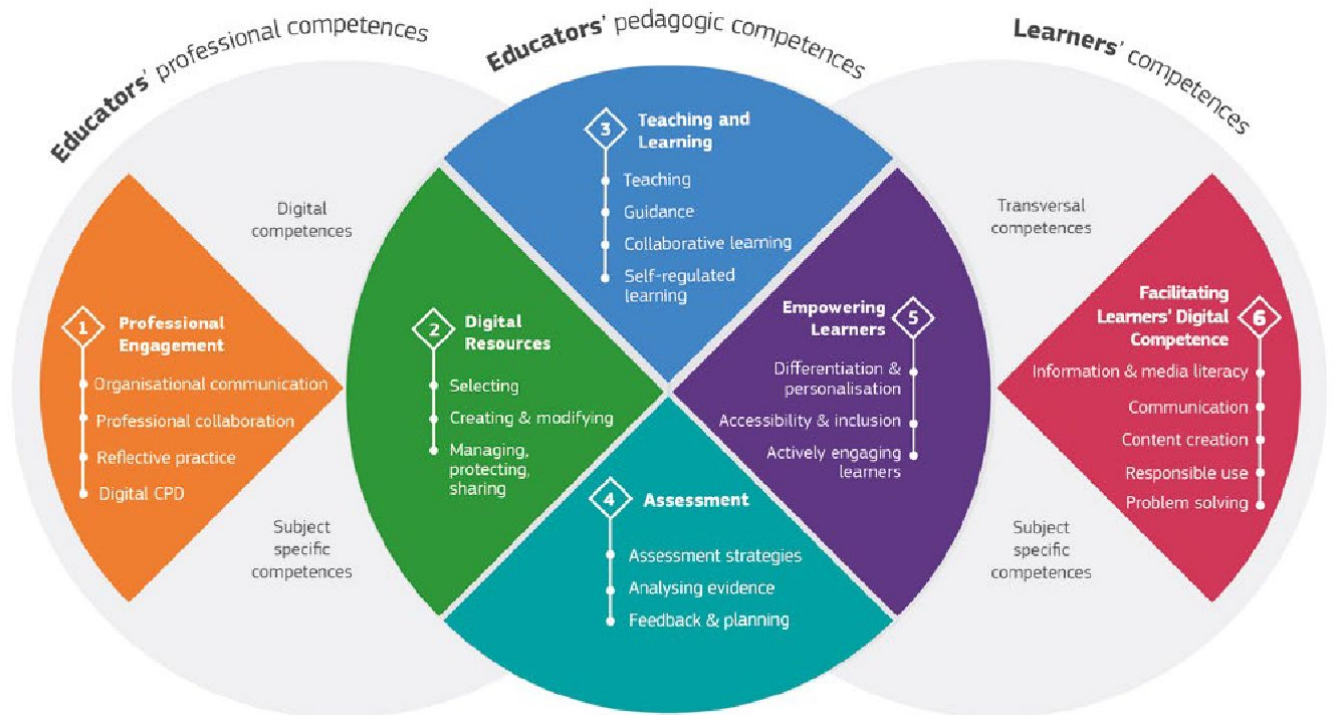
The European Framework for the Digital Competence of Educators (DigCompEdu) details 22 educator-specific digital competences, organised in six areas (Redecker, [2017](#)) (Figure 1).



As we have seen in the previous modules, the European Framework for the Digital Competence of Educators (DigCompEdu) illustrates how a framework contributes not only to setting official targets or standards for teachers' digital competence development, but also to engaging teachers themselves in the reflective process of understanding their competence levels and professional development goals. If teachers perceive the framework as a useful guideline for their professional development, they will be willing to work on their competence. Each individual competence of the DigCompEdu framework is described along six proficiency levels (from A1 to C2) with a cumulative progression, similar to the Common European Framework of Reference for Languages (CEFR). Teachers at the first two levels (A1-A2) have started to use technology in some areas and are aware of the potential of digital technologies to enhance pedagogical and professional practice. Those at the intermediate level (B1-B2) have already integrated digital technologies in a variety of ways and contexts. At the highest levels (C1-C2), they share their expertise with peers, experiment with innovative and complex technologies, and they develop new pedagogical approaches and assessment strategies. The description of levels for each competence is intended to help teachers to reflect and understand their personal strengths and weaknesses.



Applied to the context of education, Area 1 (*Professional Engagement*), describes teachers' efficient, appropriate use of technologies and digital learning opportunities for communication and collaboration with colleagues, students, parents, and others. In addition, it emphasises the importance for teachers to reflect on their teaching practices individually and collectively, to critically assess the effectiveness and appropriateness of their digital teaching strategies and to actively develop them further. Educators' digital competence is expressed in their ability to use digital technologies not only to enhance teaching, but also for their professional interactions with colleagues, learners, parents and other interested parties, for their individual professional development and for the collective good and continuous innovation in the organisation and the teaching profession. This is the focus of Area 1.



(Figure 2).

Source: *Aligning teacher competence frameworks to 21st century challenges: The case for the European Digital Competence Framework for Educators (Digcompedu)* Francesca Caena | Christine Redecker

Organisational communication

To use digital technologies to enhance organisational communication with learners, parents and third parties & contribute to collaboratively developing and improving organisational communication strategies.

- To use digital technologies to make additional learning resources and information available to learners (and parents).
- To use digital technologies to communicate organisational procedures to learners and parents, e.g., rules, appointments, events.
- To use digital technologies to inform learners and parents on an individual basis, e.g., on progress and issues of concern.
- To use digital technologies to communicate with colleagues in the same organisation and beyond.
- To use digital technologies to communicate with third parties relevant to the educational project (e.g.: experts to be invited, places to be visited).
- To communicate via the organisation's website or through corporate digital technologies, platforms or communication services contracted.
- To contribute with content to the organisation's website or virtual learning environment.
- To contribute to collaboratively developing and improving.

Digital technology can enrich the learning experience for all learners, even those that already have a strong exposure to it. Digital technology offers important support when it is used as a learning tool. In tandem with enriching the learning experience, digital technology can also enhance teaching. This potential lies not in the technology itself but, also, in educators. If used appropriately, digital technology can act as a powerful, flexible and engaging tool for educators that can enhance what they already do well. The following list is central to excellent learning and teaching can be enhanced by the use of digital technology.

Source: Enhancing Learning and Teaching through the use of Digital Technology - Digital Learning and Teaching Strategy for Scotland.

Aspect of quality learning and teaching	Opportunities and impact of digital technology
Provision of quality educational content	Learners and educators have access to a multitude of additional online educational content as well as being able to create new digital content that can support education.
Tailoring approach to deliver personalised learning	A range of digital tools and services (apps, games, websites, etc.) allows educators to offer a number of approaches to learning and learners can choose the approach that best suits them.
Collaborating with others to test understanding of new knowledge and skills	Educators can offer learners the opportunity to collaborate online with others from across the world in addition to their peers within their school or early years setting.
Engaging and motivating learners	Educators have access to a range of engaging digital tools and services.
Ensuring that education is relevant to today's learners experience	Educators can deliver the learning process in a digital context using digital tools and services. This better aligns with learners' experience of today's digital world.
Opening up experiences and opportunities for learners	Educators can provide learners with access to a range of digital resources which allow 'anytime/ anywhere learning' and build a level of digital skills which will be vital in today's digital world.
Providing quality assessment, personalised feedback and data to inform subsequent learning and teaching	Educators can reduce the workload by using appropriate digital assessments that provide instant results and personalised feedback. This frees time for focusing on the next steps and further improvement.
Allowing sufficient time for learning and teaching, enabling learners to develop their knowledge and skills	Online digital networks allow educators to share resources and digital tools and services expedite lesson planning. Digital assessment eliminates marking time. The time saved can be devoted to quality learning and teaching.
Equity of educational choice	Live video streaming and digital tools and services allow the potential for learners to study subjects via online distance learning.



<https://www.commonsense.org/education/articles/how-technology-can-encourage-student-collaboration>

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https://eddico.eu/wp-content/uploads/sites/24/2021/05/EdDiCo-Output-1-Report-List-of-Competences_Rev_1_April_2021.pdf

Professional collaboration

To use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience, and collaboratively innovating pedagogic practices.

- To use digital technologies to collaborate with other educators, on a dedicated project or task.
- To use digital technologies to share and exchange knowledge, resources and experiences with colleagues and peers.
- To use digital technologies to collaboratively develop educational resources.
- To use professional collaborative networks to explore and reflect on new pedagogic practices and methods.
- To use professional collaborative networks as a source for one's own professional development.

DEVELOP SKILLS

- Ensure that Professional Standards for Long Professional Learning reflect the importance of digital technology and skills.
- Ensure that Teacher Education providers instil the benefits of using digital technology to enhance learning and teaching in their students.
- Ensure that a range of formal and informal professional learning opportunities are available to educators at all stages to equip them with the skills and confidence to utilise digital technology appropriately and effectively.
- Encourage educators to share innovative and effective practice both face-to-face and through digital platforms.
- Ensure that they are sufficiently supported in the appropriate and effective use of digital technology.
- Look for opportunities to use digital technology to engage with students , allowing them to understand the benefits of digital technology in education.
- Ensure that learners are involved in sharing their digital experiences and skills and that they are given opportunities to provide comments on the use of digital technologies to deliver learning and teaching.

IMPROVE ACCESS

- Initiatives that support digital access in education establishments.
- Provide guidance around learner access to digital technology.
- Promote approaches to digital infrastructure that put users' needs at the heart of the design.

- Encourage and facilitate the development of partnerships that will improve digital access and digital skills development opportunities for our learners.
- Obtain appropriate digital hardware and software that support the learning and teaching process.
- Ensure that all learners, including those with additional support needs, have access to appropriate digital technology for learning and teaching.
- Ensure that all learners become resilient users of digital technology and that they can stay safe online.



<https://www.commonsense.org/education/articles/how-technology-can-encourage-student-collaboration>

<https://edyoucated.org/blog/what-exactly-is-learner-engagement-and-how-do-you-measure-it>

<https://www.unicef.org/eca/media/24526/file/Educators'%20Digital%20Competence%20Framework.pdf>

Reflective practice

To reflect on individually and collectively, critically assess and actively develop one's own digital pedagogical practice and that of one's educational community

- To critically reflect on one's own digital and pedagogic practice.
- To identify competency gaps and areas for improvement.
- To seek the help of others in improving one's digital and pedagogical practice.
- To seek targeted training and use opportunities for continuous professional development.
- To seek to continuously expand and enhance one's repertoire of digital pedagogical practices.
- To help others in developing their digital pedagogical competence.
- At the organisational level, to reflect on and provide critical feedback on digital policies and practices.
- To actively contribute to further developing organisational practices, policies and visions on the use of digital technologies.

Ongoing societal changes pose complex challenges for education. Digital technologies, which have profoundly changed many human activities, hold one of the keys to addressing them. Technology cannot transform education overnight by their own magic alone.

It is the teachers' responsibility to set up environments and opportunities for deep learning experiences that can uncover and boost pupils' capacities. Teachers are called on to be activators of meaningful learning, not just facilitators, being creative in choosing from a wide palette of strategies to be mixed and adjusted to context and learner. Mentors who build relationships of trust with pupils; orchestrators of individual and group learning; alchemists who compound strategies, techniques and resources to spark pupils' creativity; welders who connect bits and pieces of knowledge and activities into a meaningful whole; team players, understanding and deploying their own and others' potential to the full—teachers need to span all these roles (Caena, [2017](#)).

Twenty-first century competencies can be seen as necessary to navigate contemporary and future life, shaped by technology that changes workplaces and lifestyles. They underscore new skills, but

also lay new emphasis on old ones, thus equipping individuals for new *ways of thinking, ways of working, tools for working and living in the world*.

There follows the need for powerful shifts in teaching/learning processes and in the assessment of learning, with related challenges.

The concept of competence in teaching involves tacit and explicit pedagogical subject knowledge, cognitive and practical skills and dispositions (motivation, beliefs, value orientations and emotions), as the OECD DeSeCo programme for PISA surveys points out (Rychen & Salganik, [2003](#)). Competence means that teachers act professionally and appropriately in a situation (Koster & Dengerink, [2008](#)) and ensures teachers' undertaking of tasks effectively (achieving the desired outcome) and efficiently (optimising resources and efforts). Finally, competence can be mapped at different levels along a continuum of development (González & Wagenaar, [2005](#)).

A comparative view on approaches used in European countries suggests that to be successfully implemented, a teacher competence framework should include the following features:

- rely on clear statements of the underlying educational philosophy.
- accommodate all dimensions of teachers' professional work.
- acknowledge that teaching involves a cycle of self-evaluation and improvement.
- be consistent with (but not limited by) the desired learner outcomes.
- the key attributes of stability, durability and flexibility (European Commission, [2013](#)).

Building flexibility into the framework allows for local interpretations, leaves room for creativity, and refrains from limiting professional agency (European Commission, [2013](#)). This aspect is fundamental for the profiles of teachers as adaptive professionals—a core requirement in forward-looking education contexts.

Read more about this:

[https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP\(2020\)25&docLanguage=En](https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP(2020)25&docLanguage=En)

https://pdfs.semanticscholar.org/be97/7960ef8fc809874b1a0d763234810060ef73.pdf?_ga=2.60585003.705720814.1669803931-1331164634.1669803931

<https://unesdoc.unesco.org/ark:/48223/pf0000372786>

Aligning teacher competence frameworks to 21st century challenges: The case for the European Digital Competence Framework for Educators (Digcompedu) Francesca Caena | Christine Redecker



https://www.researchgate.net/publication/335038465_Aligning_teacher_competence_frameworks_to_21st_century_challenges_The_case_for_the_European_Digital_Competence_Framework_for_Educators_Digcompedu/link/5f85899ea6fdccfd7b5cd6c9/download

Digital Continuous Professional Development (CPD)

To use digital sources and resources for continuous professional development.

- To use the internet to identify suitable training and professional development opportunities.
- To use the internet to update one's subject specific competencies.
- To use the internet to learn about new pedagogical methods and strategies.
- To use the internet to search for and identify digital resources which support professional development.
- To use the exchange in digital professional communities as a source of professional development.
- To use online training opportunities, e.g., video tutorials, MOOCs, webinars etc.
- To use digital technologies and environments to provide training opportunities for colleagues and peers.

Many teachers would like to integrate information and communication technologies (ICT) in their teaching and adopt more innovative, student-centred practices, but have low confidence in their ICT skills and in their competence to adopt innovative pedagogies. Continuous professional development (CPD) can help close the gap in their digital skills and build their confidence in classroom practices. Hence, they require access to CPD opportunities relevant to their context

When used appropriately, technology can be leveraged to enhance access, participation, engagement, and continued application of new skills in the classroom. As education systems emerge from the current crisis, they need to invest in practical ways to continuously improve and support CPD. There is growing interest among policymakers in providing remote and alternative support options to teachers.

Teachers, the single most important school-based determinant of student learning, are at the heart of the response to recover learning losses from COVID-19 pandemic-induced education crisis, as millions have been managing the changing nature of teaching and learning without effective teacher professional development (TPD). As education systems move towards remote solutions or decide that it is safe for schools to reopen, careful consideration must be given to the evolving demands placed on teachers, ensuring they are prepared and supported through effective TPD practices.

Over 400 TPD programs from 80 countries were reviewed as part of the Teachers for a Changing World: Transforming Teacher Professional Development campaign. This initiative, led by the World Bank, in partnership with HundrED and with support from the Global Partnership for Education (GPE), identified (following a rigorous selection process) 10 programs that effectively utilise low- or high-tech solutions to engage, motivate, and support teachers.

The 10 finalists, selected based on their impact and potential to scale, show how technology can be used to support teachers across the education life-cycle – providing tech-based TPD to achieve better quality in one or more educational levels. In addition, these programs show, for instance, that it is possible to reach teachers in rural areas and marginalised communities, including in conflict-affected contexts. Each one of these finalists recognize the importance of operating at all levels of the system, engaging school leaders, administrators, parents, communities, and local governments to maximise impact.

From this review, relevant practices were identified that can support the delivery, scale-up, and replication of effective TPD practices. These experiences reflect how technology's integration into a TPD program must be carefully considered and introduced with a clear purpose, adjusting to the context needs to enhance support to teachers in a way that traditional TPD practice cannot. Here are some key takeaways



<https://blog.irisconnect.com/uk/remote-autonomous-cpd>

Design with the user in mind. Comunidad Atena, which operates across the Americas, intended for their program materials to be widely accessible across different contexts; as such, all their resources are available open access so partner organisations can easily modify and adapt them as needed. LeadNow! and Tu Clase, Tu País design TPD solutions adjusted for low-tech and low-resources environments, considering how the furthest, remote communities will access their platforms. Given the limited connectivity in their contexts, all their resources are designed to function offline so that all teachers have access to the content, no matter their level of connectivity. PerformEd systematically takes these considerations into account given their user's varying levels of digital literacy. Most teachers genuinely enjoy integrating technology into their practice. To ensure all teachers engage with their product, PerformEd takes three user considerations into account when entering a new context: 1) ease of access to technology, 2) level of connectivity, and 3) digital literacy of teachers.

Use existing technology, where possible. Teach2030 aims to share great teaching knowledge and skills with teachers in the lowest-cost and most easily accessible way. They've concluded the best way to do this is through smartphones. OneSky for All Children, which operates across Asia, provides quality early education training to communities and caregivers through a blended learning approach. While scaling to Vietnam, they considered introducing tablets to enhance the user's learning experience. The teachers in this program had a high level of digital literacy and nearly every user had access to a smartphone. After introducing tablets to a subset of users, OneSky did not see an increase in usage via the tablet versus through phone, and thus concluded it would not be significantly advantageous to introduce tablets to all users. Instead, they used these funds to develop a mobile friendly application that facilitates a seamless learning experience for all users.

Give users options to access content. At the height of the pandemic, Global School Leaders adapted its model to create bite-sized learning modules that provided principles with practical advice on how to facilitate teaching and learning remotely while schools were closed. To facilitate this knowledge transfer, Global School Leaders understood the importance of providing principals with different options to access content. In high-bandwidth settings, the modules were shared via the internet and accessed by phone and computers. In low-bandwidth settings, modules were delivered in-person and Global School Leaders staff followed up with principals via phone calls to provide further support. Similarly, Puentes Educativos, which operates in rural communities in Chile, uses a combination of radio outreach, WhatsApp, and Zoom to provide training and pedagogical support to teachers in hard-to-reach settings.

Train users on how to use technology. Technologies only have the potential to improve learning outcomes if teachers are trained with the necessary skills to apply it. ProFuturo Digital Education, which operates in over 40 countries around the world, has taken this axiom seriously, developing competency frameworks for teachers to build the digital pedagogical skills needed to provide high-quality education remotely as part of their core curriculum. Similarly, Global School Leaders allot time

for teachers to become familiar with the technology as a professional development tool before jumping into the core curriculum. Teach2030 provides an extensive help page with video tutorials to help user's troubleshoot common technological challenges. The result in both cases has been a clearer focus on understanding the content, rather than troubleshooting the technology.

Ensure technology enables, but does not drive, TPD. Inspiring Teachers: Peer Coaching Platform starts every program by asking themselves, "What are the outcomes we care about?" and "Can technology help us achieve them more effectively?" Where the answer to both questions is yes, they proceed in implementing a highly structured peer coaching program that equips teachers to use pedagogical techniques to tackle challenges that they face in their classrooms. Similarly, after considering the tech landscape in low-tech and low-resource communities, LeadNow! concluded it was not a viable option to have technology replace in-person training and coaching, but rather use it as a tool to further support school communities remotely.

Each one of these innovations provide a cautionary lesson: technology is not a silver bullet solution but rather it is a tool within a policymaker's TPD Toolkit that can be leveraged under the right conditions to enhance support to teachers.

Source



<https://blogs.worldbank.org/education/how-enhance-teacher-professional-development-through-technology-takeaways-innovations>

READ MORE <https://blog.irisconnect.com/uk/effective-cpd-for-teachers>

Evaluation

1. Digital technology offers have increased support when used as a learning tool. Why?
 - A. Students might become more engaged in learning if technology is used in the classroom.
 - B. Youngsters nowadays are pretty accustomed to the usage of electronic gadgets, incorporating them into schooling would undoubtedly assist in piquing their interest and enhancing their involvement levels.
 - C. Integrating technology into education provides students with an engaging learning experience, allowing them to remain more interested in the subject without being distracted.
 - D. Student learning can become more dynamic and engaging by establishing tasks in class that incorporate technology resources, oral presentations, and group participation

Which statement is true?

A, B, C

B, C, D

All of the above

2. Collaborative professionalism refers to the ways teachers and other educators transform teaching and learning together. It aims to guide all students to develop fulfilling lives of meaning, purpose and success. It is evidence-informed, but not data-driven, and it involves deep and sometimes demanding dialogue, candid but constructive feedback, and continuous collaborative inquiry. Is this statement **True** or False?
3. Reflective practice is a must to assess your digital pedagogical practice and that of your educational community. Therefore, have a look at these statements and 'reflect' on these in relation to your experiences
 - (i) *Advocates of digital education have hoped that digital resources would be less dependent on teacher quality and other factors and therefore could contribute to closing gaps in access and achievement. However, research increasingly shows that simply going digital does not lead to more equitable outcomes. For example, a recent report titled "Promises and Pitfalls of Online Education", published in the Brookings Institution's Evidence Speaks series, shows that socio-economically disadvantaged students' learning and persistence outcomes are worse when they take online courses than face-to-face courses.*
<https://www.brookings.edu/research/promises-and-pitfalls-of-online-education/>
 - (ii) *Continuous professional development (CPD) can help close the gap in their digital skills and build their confidence in classroom practices. When used appropriately, technology can be leveraged to enhance access, participation, engagement, and continued application of new skills in the classroom. Rank the below needs in your environment - Teachers /Trainers must be competent in the integration of technology and have a broad understanding of the **curricular, technological, financial, social, and administrative dimensions** of ICT use in classroom teaching.*

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18. Find out how technology promotes teamwork and collaboration in the classroom
<https://www.common sense.org/education/articles/how-technology-can-encourage-student-collaboration>

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