Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

ECAD4014

Creative Digital Competence

While you are waiting...



JigSpace

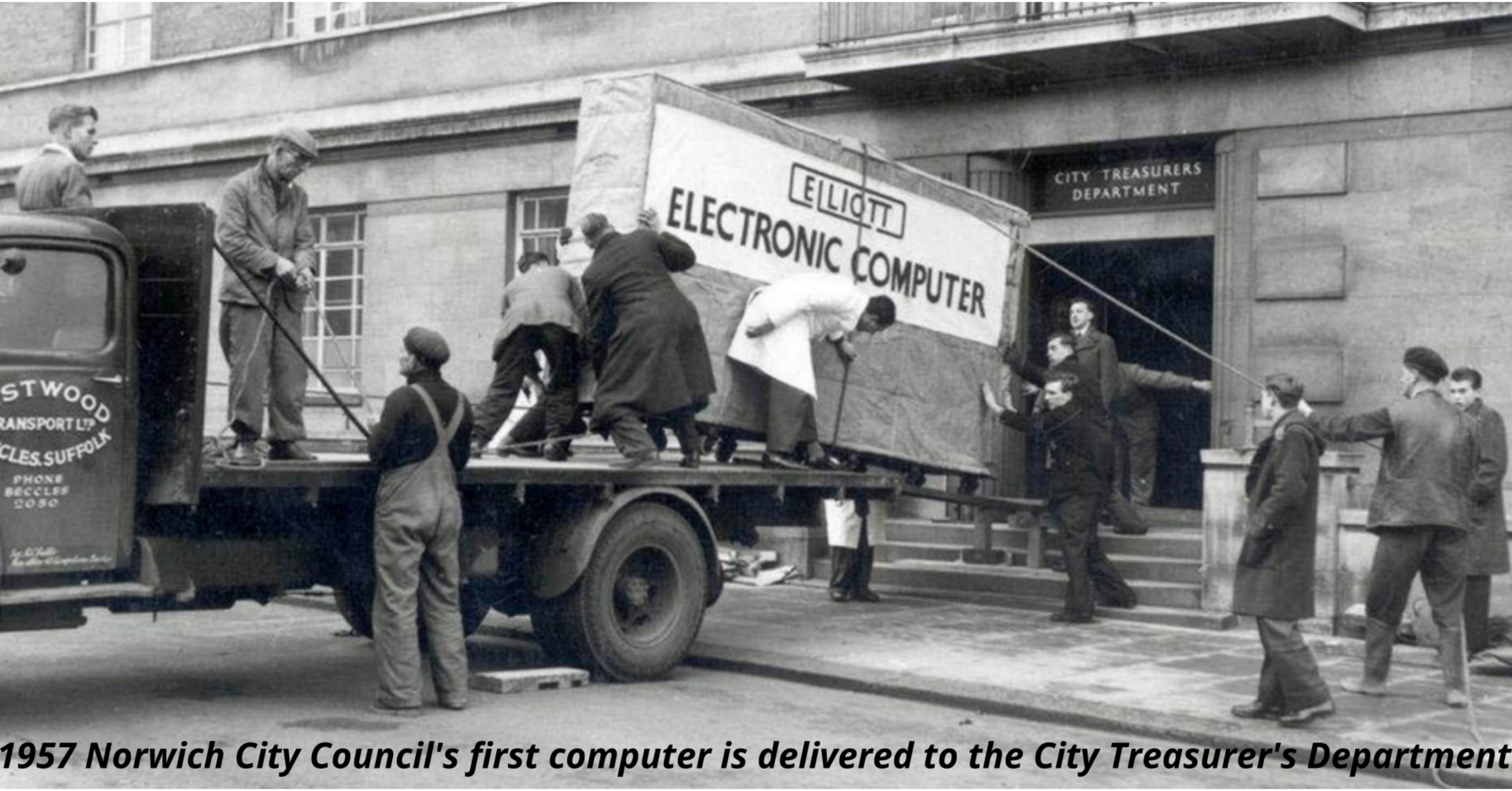
Cleverbook Geography

Post-it

Osmo

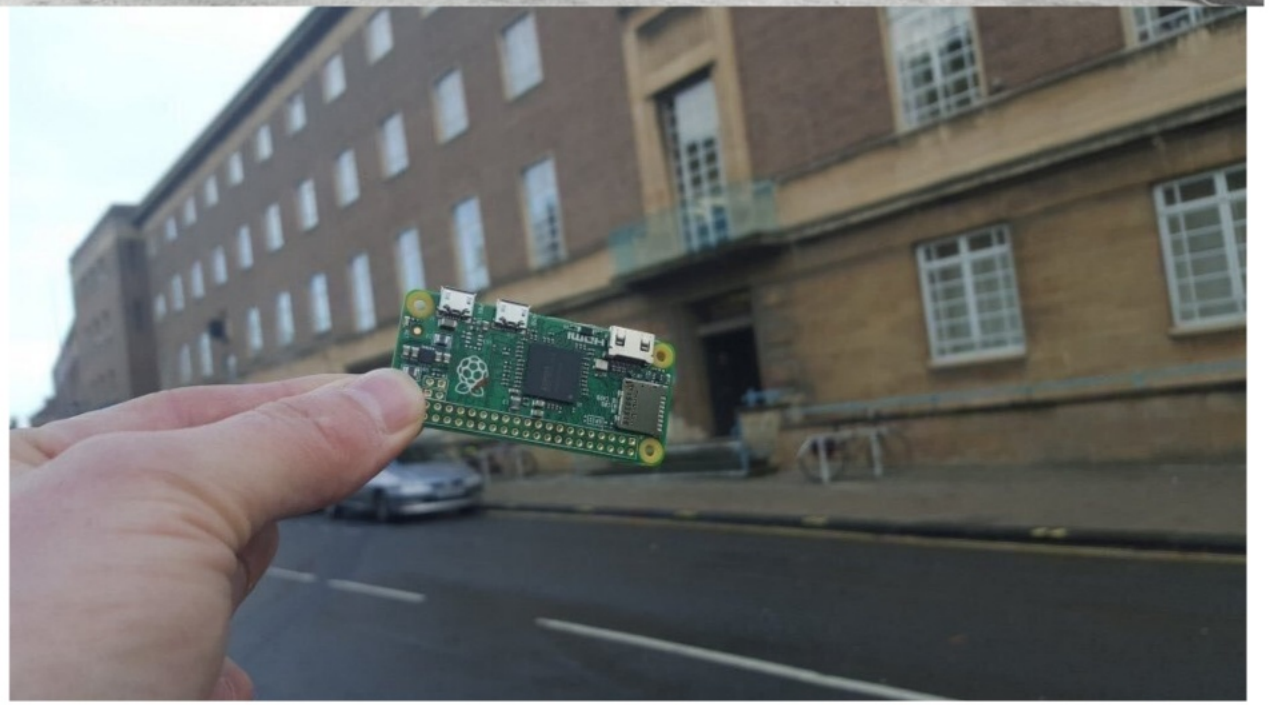


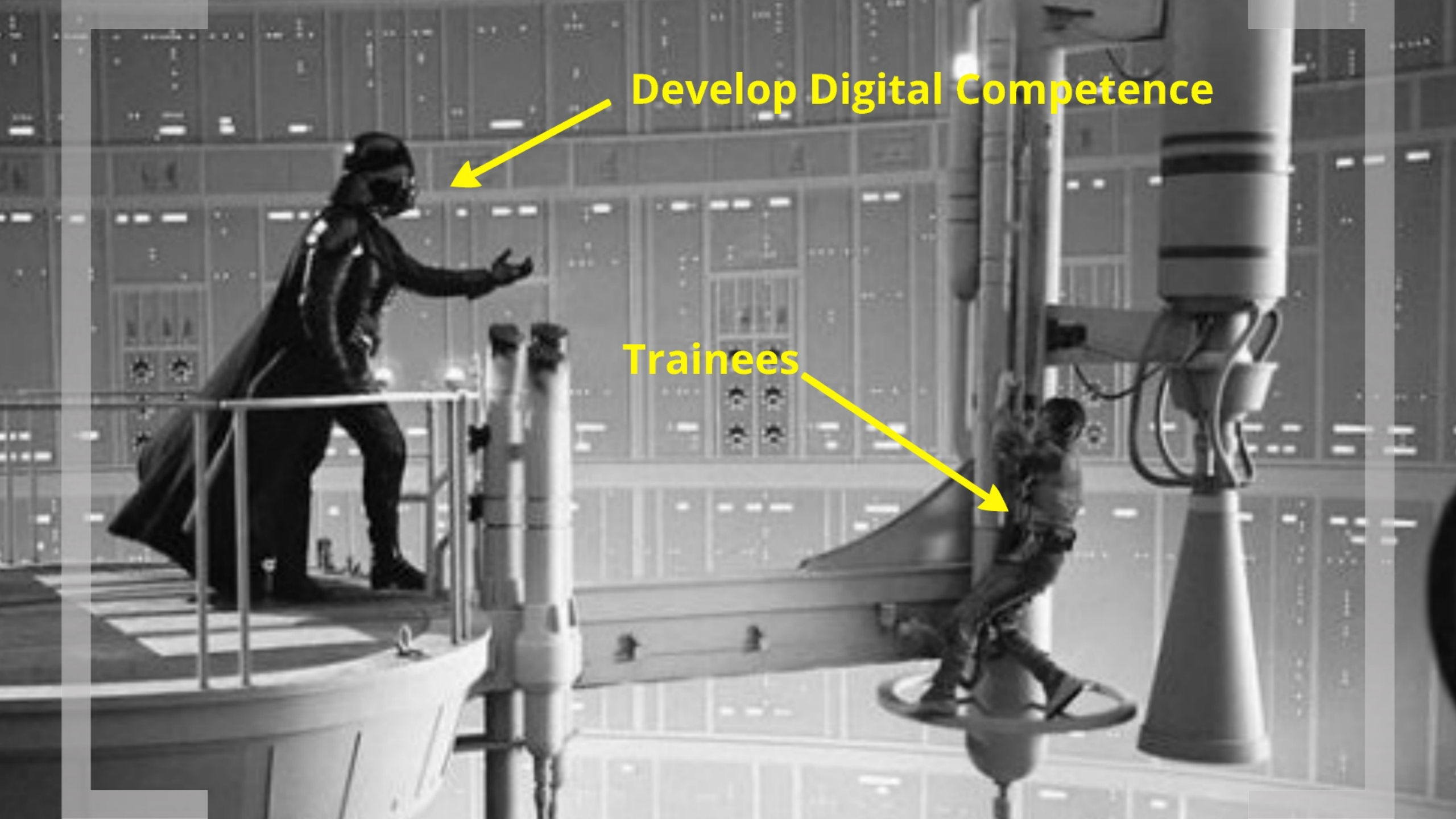
PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

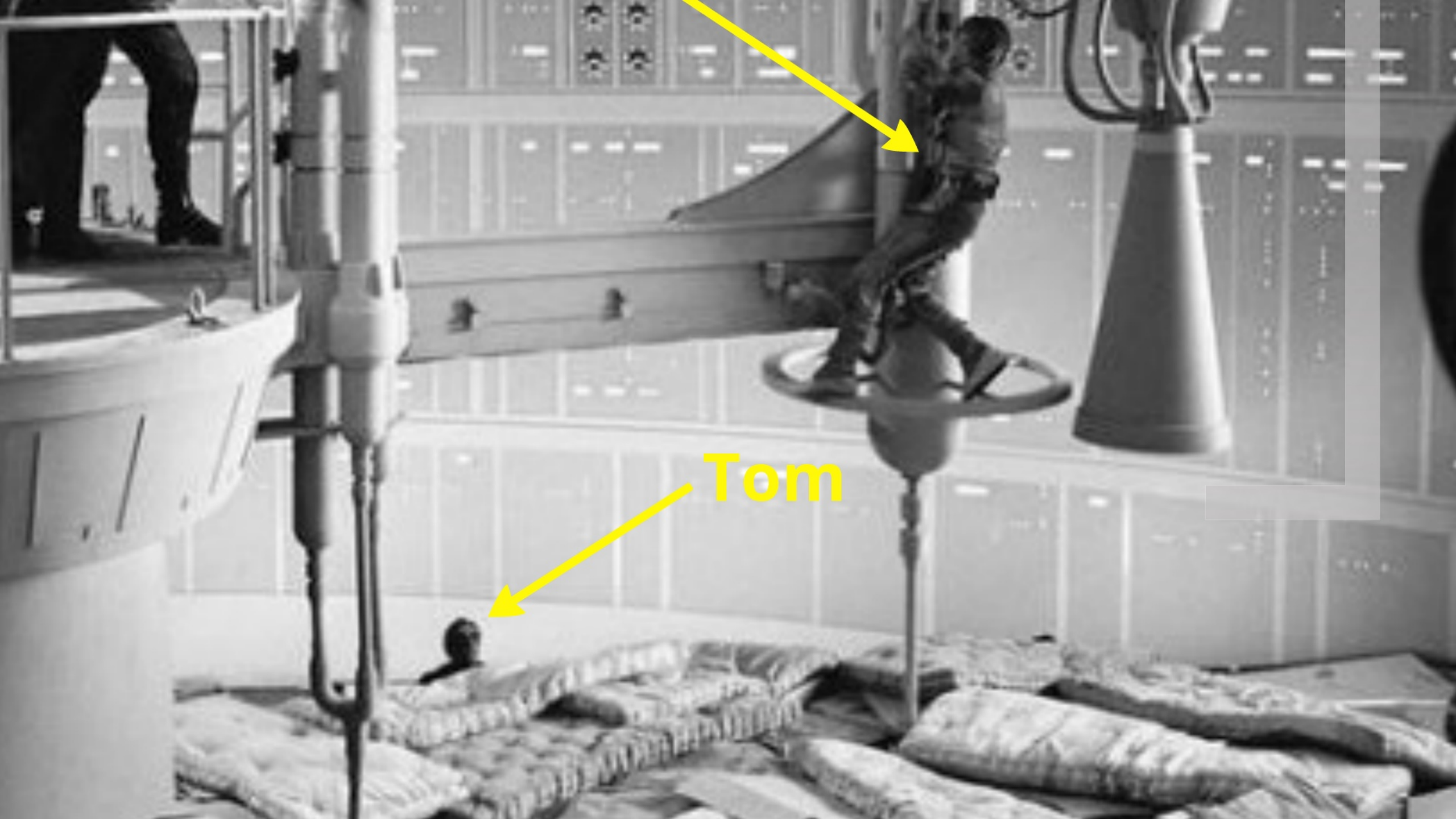


1957 Norwich City Council's first computer is delivered to the City Treasurer's Department


ELLIOTT
ELECTRONIC COMPUTER
CITY TREASURERS
DEPARTMENT




Develop Digital Competence
Trainees


Tom

What guidance do teachers use to help develop digital skills of their learners?

Where can you access it?

How is it organised?



Hwb®

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Home > Curriculum for Wales > Cross-curricular skills frameworks > Digital Competence Framework

Digital Competence Framework

Part of Cross-curricular skills frameworks

Elements separated into progression steps

Strands

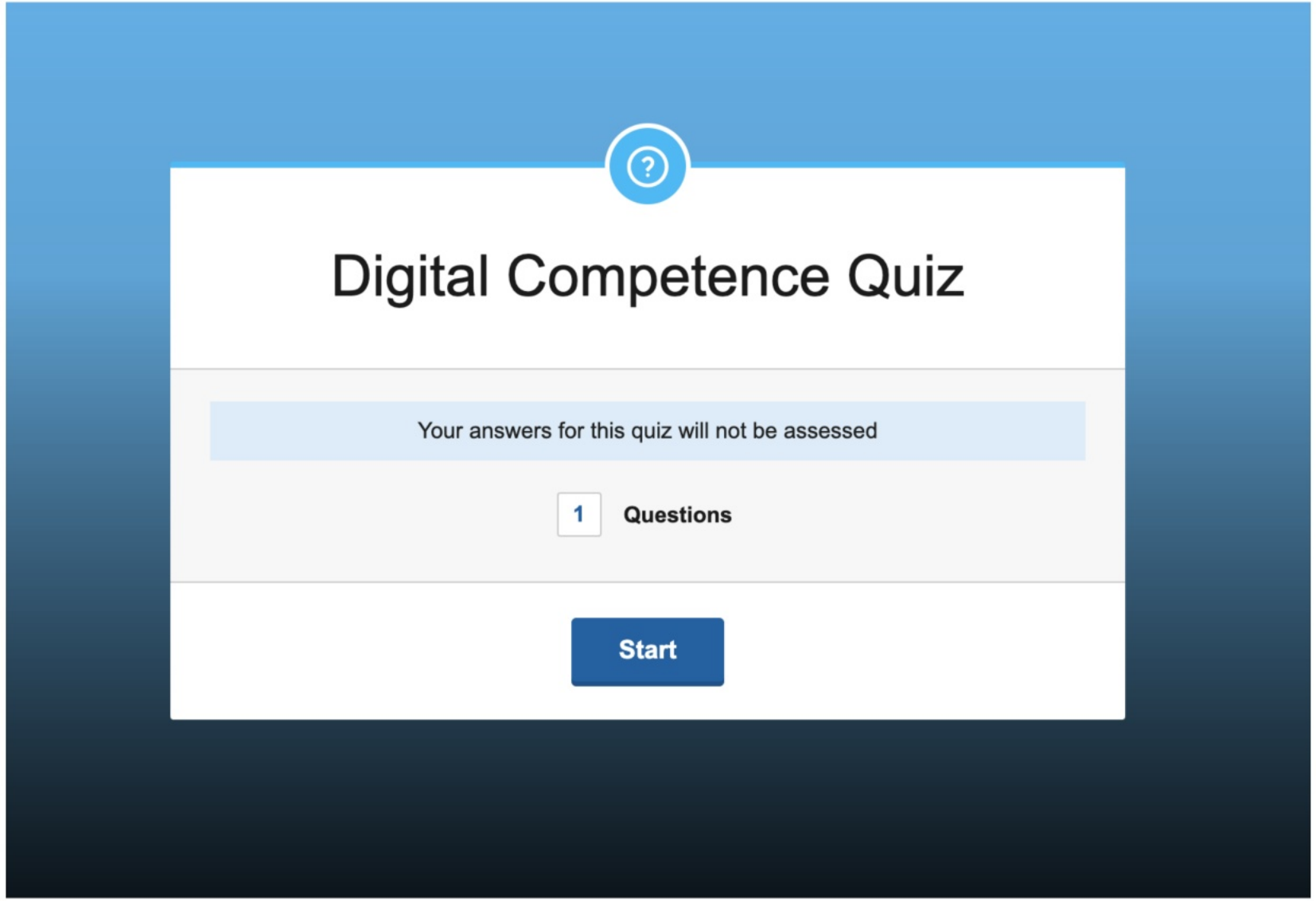
- Citizenship
- Interacting and collaborating
- Producing
- Data and computational thinking

Elements

Data and computational thinking

Progression step 1	Progression step 2	Progression step 3
Problem-solving and modelling		
I can identify, create and follow sequences and patterns in everyday activities.	I can break down a problem to predict its outcome.	I can create and refine algorithms and flowcharts to solve problems, making use of features such as loops, Boolean values and formulae.
I can recognise and follow instructions in the appropriate order to perform a task.	I can detect and correct mistakes which cause instructions (a solution) to fail (debug).	I can understand the importance of the order of statements within algorithms.

PLAY time


Digital Competence Quiz
Your answers for this quiz will not be assessed
1
Questions
Start

Citizenship	Interacting and collaborating	Producing	Data and computational thinking
› Identity, image and reputation › Health and well-being › Digital rights licensing and ownership › Online behaviour and cyberbullying	› Communication › Collaboration › Storing and sharing	› Planning, sourcing and searching › Creating › Evaluating and improving	› Problem solving and modelling › Data and information literacy

PLAY time



Strand? Element? progression step?

Strand? Element? progression step?

I can adjust keywords and search techniques to find relevant information.

Producing

These elements cover the cyclical process of planning (including searching for and sourcing information), creating, evaluating and refining digital content. Although this process may apply to other areas of the framework, it is of particular importance when creating and producing digital content. It is also essential to recognise, however, that producing digital content can be a very creative process and this creativity is not intended to be inhibited. Digital content includes the production of text, graphics, audio, video and any combination of these for a variety of purposes. As such, this will cover multiple activities across a range of different contexts.

Progression step 1	Progression step 2	Progression step 3
Sourcing, searching and planning digital content		
I can identify steps to success in response to questions with support.	I can plan a digital task, identifying success criteria to support the process.	I can independently create and plan wo before beginning a digital task.
I can explore familiar software.	I can develop strategies for finding specific information/media using different techniques and keywords.	I can adjust keywords and search techniques to find relevant information.

I can detect and correct mistakes which cause instructions (a solution) to fail (debug).

Data and computational thinking

Progression step 1	Progression step 2	Progression step 3
I can recognise and follow instructions in the appropriate order to perform a task.	I can detect and correct mistakes which cause instructions (a solution) to fail (debug).	I can understand the importance of the order of statements within algorithms.
I can organise, select and use simple language to give instructions to others.	I can create and record verbal, written and symbolic instructions to test ideas, *e.g. the order of waking up through a diagram or flowchart*.	
I can control devices giving instructions.	I can change instructions to achieve a different outcome.	
I can identify errors in simple sets of instructions (algorithm).	I can identify repetitions or loops in a sequence, *e.g. identify where to shorten a set of instructions by repeating steps, for instance when learning a new song*.	



I can identify the benefits and risks of mobile devices broadcasting the location of the user/device.

Citizenship

Progression step 1	Progression step 2	Progression step 3
Identity, image and reputation		
I can distinguish between someone I know and someone I have never met.	I can identify the differences between private and personal information and know when to disclose it.	I can understand how to protect myself from online identity theft, *e.g. identifying secure sites, phishing, scam websites*.
I can recognise data online with adult support, *e.g. find images of myself and others on the school website/school social media page.*	I can understan… information leav…	I can identify the benefits and risks of mobile devices broadcasting the location of the user/device.
I can recognise that actions have consequences and I can identify simple rules and strategies to keep myself safe online.	I am aware of simple rules for sharing images and data.	I can think critically about infomation shared online, *e.g. the impact of sharing images and videos, metadata of images and videos*.

I can recognise language that could be deemed to be offensive (including racist, sexist, homophobic and transphobic language) in online activities.

Citizenship

Progression step 1	Progression step 2	Progression step 3
Online behaviour and online bullying		
I can make decisions based on what I like and dislike.	I can use digital technology to communicate and connect with others locally and globally.	I can demonstrate appropriate online behaviour and apply a range of strategies to protect myself and others from possible online dangers, bullying and inappropriate behaviour, *e.g. turn off comments on digital media, reporting, block users*.
I can communicate some of my feelings.	I can explain the differences between offline and online communication.	I can understand the risks and legal consequences of sending intimate images and content/sexting.
I am beginning to become aware of the feelings of others.	I can compose clear and appropriate messages in online communities and interact appropriately.	I can recognise language that could be deemed to be offensive (including racist, sexist, homophobic and transphobic language) in online activities.



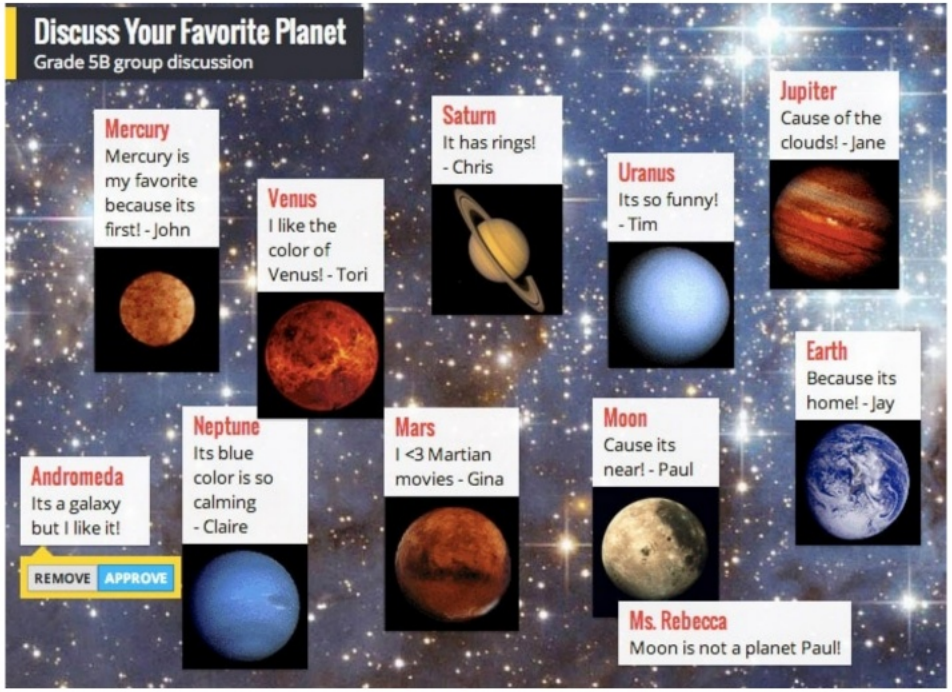
I can independently select and use a range of online collaboration tools to create a project with others in one or more languages, e.g. making use of online technology to share and present ideas to others.

Interacting and collaborating

Progression step 2	Progression step 3	Progression step 4
Collaboration		
I can use online collaborative platforms to create and edit a file, *e.g. word processing, presentation tools and spreadsheets*.	I can work with others to create an online collaborative project for a specific purpose, sharing and appropriately setting permissions for other group members, *e.g. editing, commenting, viewing*.	I can independently select and use a range of online collaboration tools to create a project with others in one or more languages, *e.g. making use of online technology to share and present ideas to others*.



padlet


Discuss Your Favorite Planet
Grade 5B group discussion
Mercury
Mercury is my favorite because its first! - John
Venus
I like the color of Venus! - Tori
Saturn
It has rings! - Chris
Uranus
Its so funny! - Tim
Jupiter
Cause of the clouds! - Jane
Earth
Because its home! - Jay
Moon
Cause its near! - Paul
Mars
I <3 Martian movies - Gina
Neptune
Its blue color is so calming - Claire
Andromeda
Its a galaxy but I like it!
REMOVE
APPROVE
Ms. Rebecca
Moon is not a planet Paul!


Asian Migration to Australia
2011-2012 IMMIGRATION DATA

:Padlet

Tom Cox • 2m

How are learner's digital competence skills being developed in schools?

Note observations from school experience (Add comments, images and video links)

www.padlet.com/t_cox2/DC

thinglink.

Citizenship	Interacting and collaborating	Producing	Data and computational thinking
› Identity, image and reputation › Health and well-being › Digital rights licensing and ownership › Online behaviour and cyberbullying	› Communication › Collaboration › Storing and sharing	› Planning, sourcing and searching › Creating › Evaluating and improving	› Problem solving and modelling › Data and information literacy



Osmo

Play Beyond the Screen

PLAY time





Citizenship	Interacting and collaborating	Producing	Data and computational thinking
› Identity, image and reputation › Health and well-being › Digital rights licensing and ownership › Online behaviour and cyberbullying	› Communication › Collaboration › Storing and sharing	› Planning, sourcing and searching › Creating › Evaluating and improving	› Problem solving and modelling › Data and information literacy



PLAY time

Citizenship	Interacting and collaborating	Producing	Data and computational thinking
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FMM



YAKIT



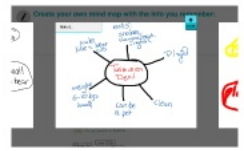
Producing

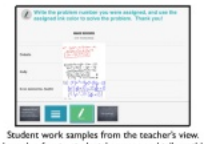








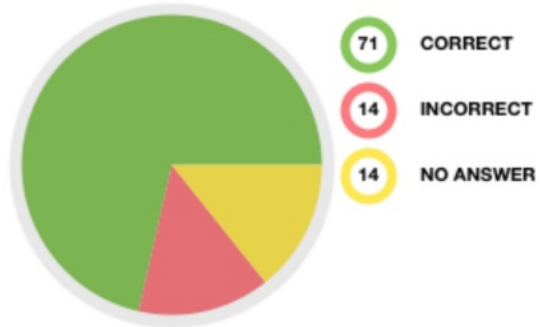




Student work samples from the teacher's view.
Launch a few to students' screens and talk math!



A tree diagram is used to find all of the possible _____.



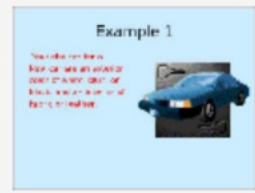
	Endings	Outcomes	Events	Cupcakes
Angel				
Daniel		●		
Jade		●		
Lance		●		
Madison		●		
Marcos			●	
Parker		●		





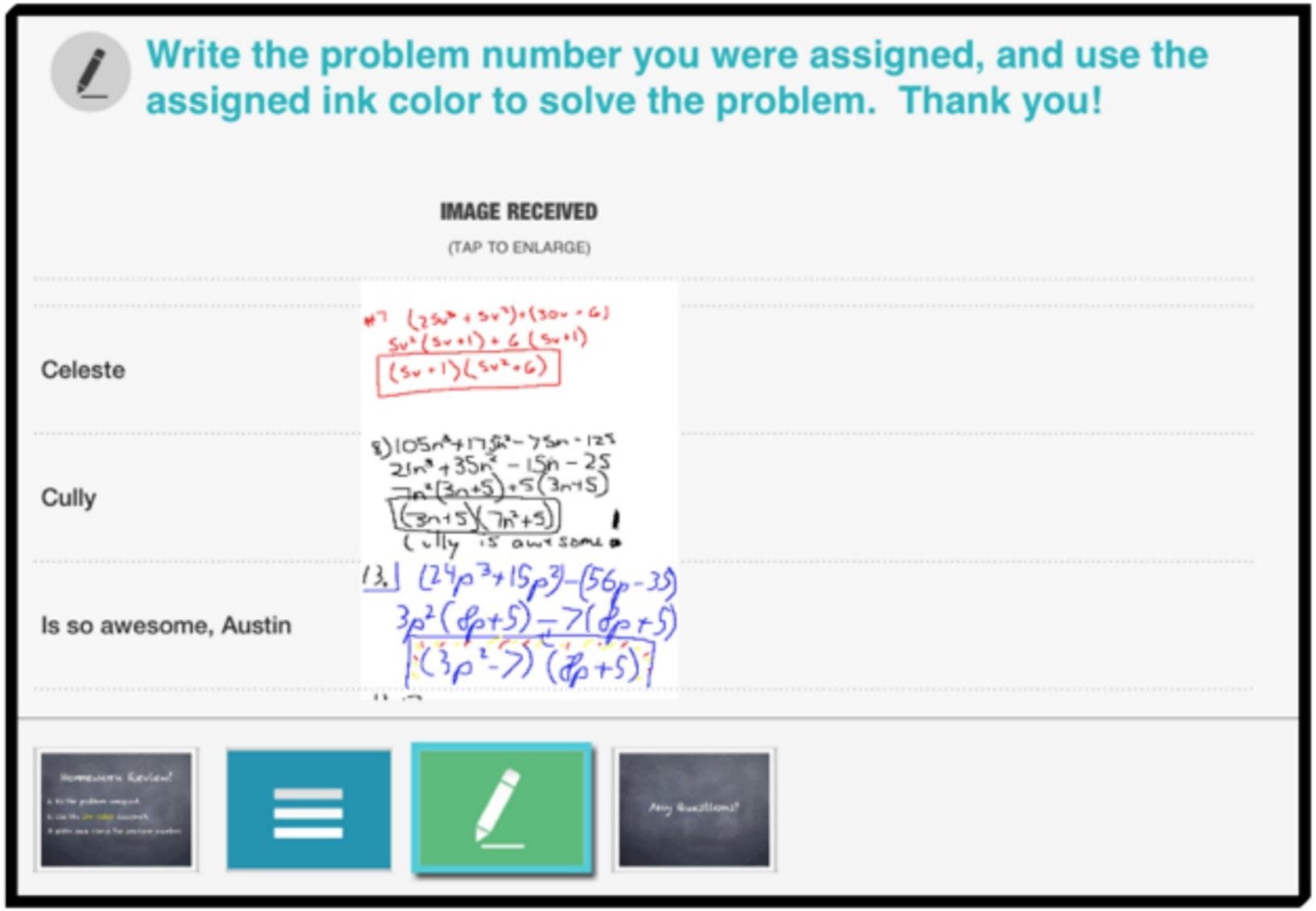












Student work samples from the teacher's view.
Launch a few to students' screens and talk math!

Create your own mind map with the info you remember:

SHARE

Nikki L.



liver: on an island in Australia

13 to 22 lb

Protected by

nearpod Post Session Report

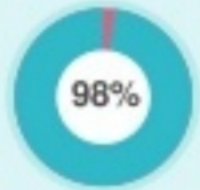


Presentation	Slides	Author	Teacher	Date	Time
The Hunger Games	11	Jeremyq Tang	Jeremyq Tang	05/11	13:40

of Students

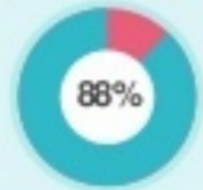
14

Student Participation



Quizzes

Correct Answers



Student List

#	Nickname	Other	Poll	Open Ended	Quiz	Draw It
1			0%	0%	100%	-
3	Beef 9621		100%	100%	83%	-
5	district 11		100%	100%	92%	-
7	Funnyguy haha		100%	100%	83%	-
9	Jakey		100%	100%	92%	-
11	Sausages,gravy&grapefruit		100%	50%	92%	-
13	¶he unicorn squad	*The brains*	100%	100%	75%	-

#	Nickname	Other	Poll	Open Ended	Quiz	Draw It
2	:8?9?8:£9?		100%	100%	67%	-
4	DB	*GS*	100%	100%	92%	-
6	District 12	*Dab it*	100%	100%	92%	-
8	idk		100%	100%	83%	-
10	Jeff		100%	100%	83%	-
12	Sebby poo		100%	100%	100%	-
14	Xx.2704.xX		100%	100%	92%	-

Quiz The Hunger Games Chapter 1 - 3



Date	Nickname	Other	Response	Correct
What is Panem?				79%

Google

nearpod

Login | Join | Images | Code | App | Videos | Typing | Answer | Student

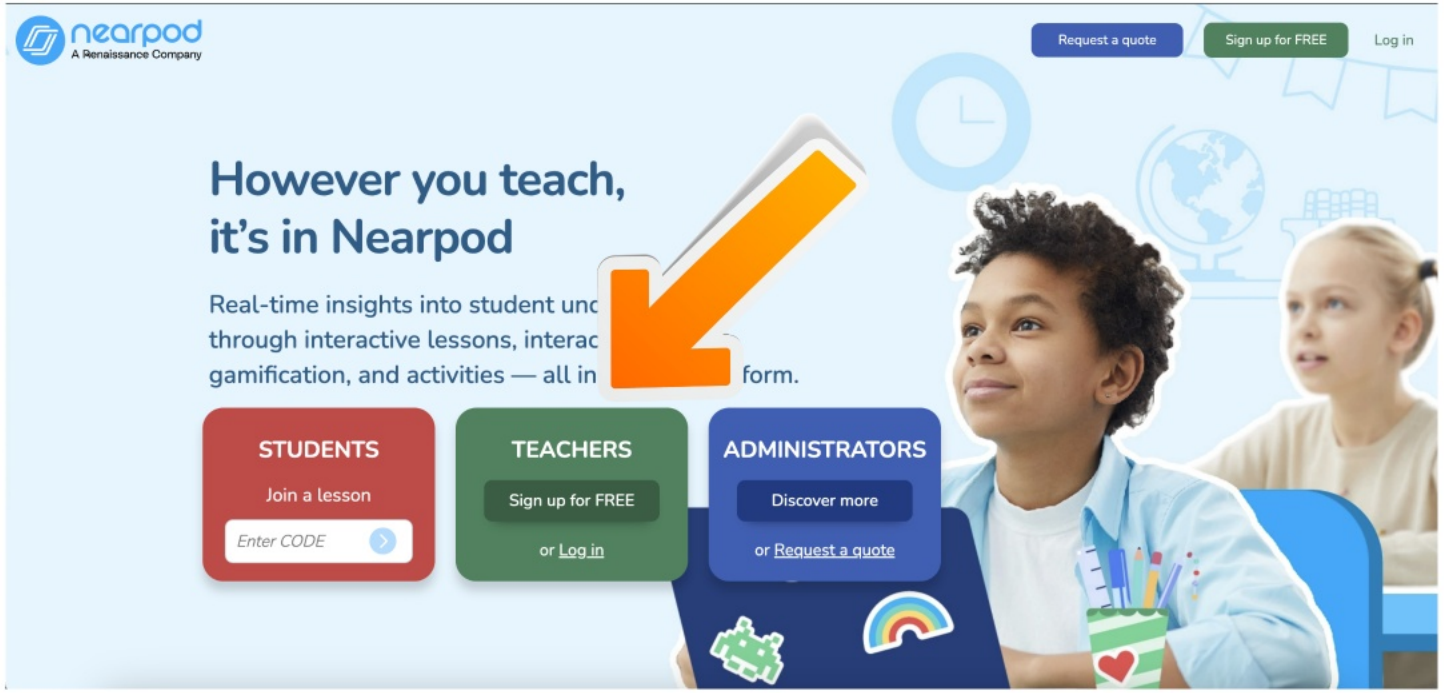
About 2,200,000 results (0.22 seconds)

Nearpod
https://nearpod.com

Nearpod: You'll wonder how you taught without it

Real-time insights into student understanding through interactive lessons, interactive videos, gamified learning, formative assessment, and activities ...

PLAY time



Free teacher sign-up

Already have an account? Sign In

First Name: Tom

Last Name: Cox

School Email Address: t.cox@uwtsd.ac.uk

Password: ••••••••••

Minimum 6 characters, no common words.

or

I'm not a robot

reCAPTCHA
Privacy - Terms

I agree to Nearpod's terms & conditions and I am over 13 years old.

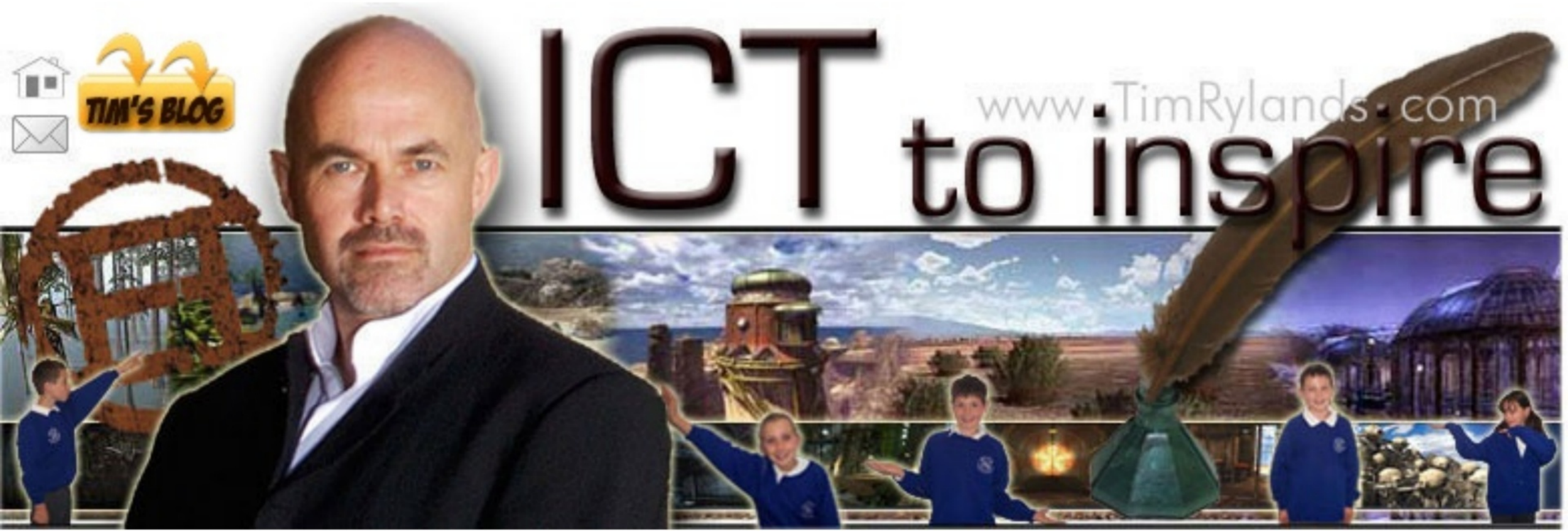
Sign Up


Once upon a time,

This man






TIM'S BLOG
ICT
www.TimRylands.com
to inspire


PC
EXILE
revival
PC/MAC

energy powers future motion

Voltaic









"It is coming back to me. Slowly. The knowledge of who I am. How long I have been trapped here."

- Saavedro's J'nanin Journal












VOLTAIC


TION






Violent words!








'Y' can be 'I'
wa
ain
ance
Please!


ain


Please ensure plugs are removed from sockets when lesson ended and before moving trolley






J'nanin
"I found the book that brought me back to this world.
The lesson world he calls J'nanin."
- Saavedro's J'nanin Journal


What Makes A Good
ICT
1. Be Ready
Know why you want to learn something
Set Goals.
2. Be Resourceful
Try different approaches
Ask Questions.
3. Always Reflect
Think back, how could you do it better?
Find out how you learn best.
4. Learn to Remember
Make a connection, e.g. use your body to help remember.
Try to apply what you learn.
5. Be Resilient
Keep trying new approaches to learning




MYST


Exit
SECRET
MISSION


5. Be Resilient
History


MYST

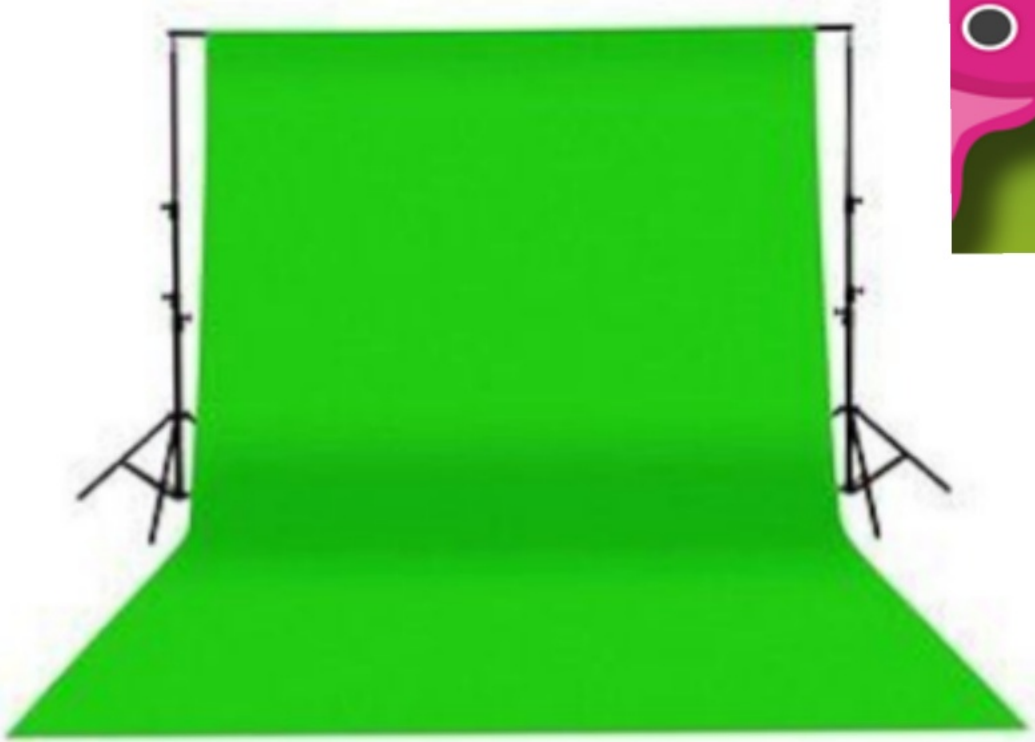

Our current Science
investigations


MYST


Our current Science
investigations


J'nanin
"I found the book that brought me back to this world.
The lesson world he calls J'nanin."
- Saavedro's J'nanin Journal



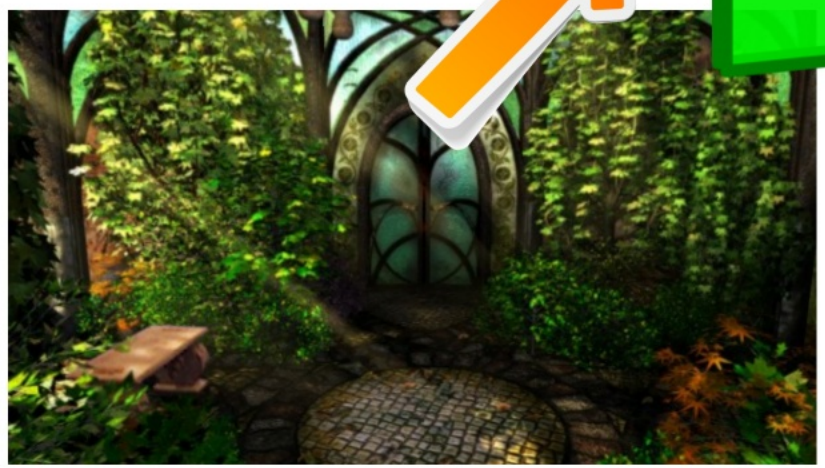


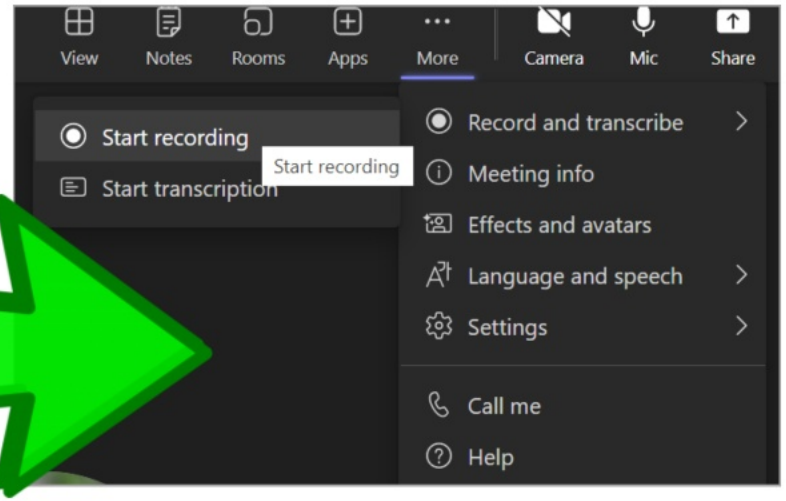


Tom's quick greenscren win!









LIVE DEMO

PLAY time

Digital Competence Framework

Progression step 1	Progression step 2	Progression step 3
Problem-solving and modelling		
I can identify, create and follow sequences and patterns in everyday activities.	I can break down a problem to predict its outcome.	I can create and refine algorithms and flowcharts to solve problems, making use of features such as loops, Boolean values and formulae.
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I can organise, select and use simple	I can create and record verbal, written	





Digital Competence Framework

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Algorithms



Looping code



Debug





PLAY time


FLIPGRID.
Osmo
magicplan
Post-it
amazon
Corkulous™
Think
Share
Create
nearpod
plickers
clickers, simplified.
Kahoot!
hp
padlet
REVEAL
RICOH