



# Digipeda workshop

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**iHub4Schools**

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# This material is part of the School mentoring model



The aim of the model is to foster the adoption of digital innovation at school level.

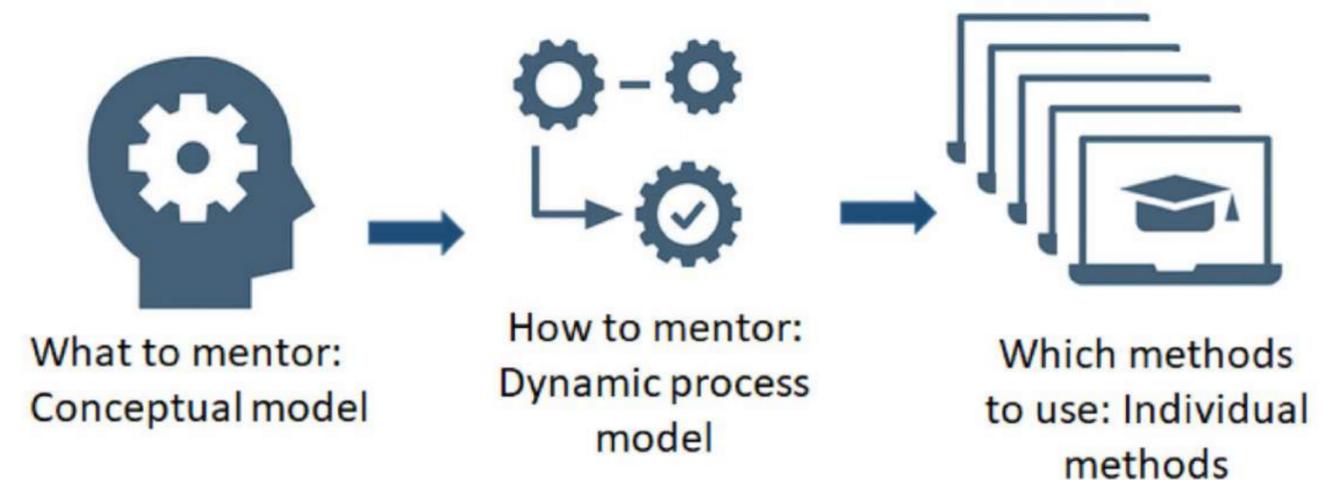
The focus is on teachers' understanding of digital technology and practices to implement technology in a pedagogically meaningful way.

The model promotes teachers' professional learning with peers and school management to create the culture and practices for evidence-informed implementation of digital innovation.

The model is created in the iHub4Schools project (2021-2023). More information of the model:

<https://www.ihub4schools.eu/mentoring-model/>

## School mentoring model





# Introduction



## AIMS

The aim of the Digipeda workshop is to start discussing how to improve the pedagogical use of digital technology in the whole school.



## DESCRIPTION

Digipeda workshop is a 3-hour workshop preferably for all teachers and leaders of a school. The participants reflect on their own pedagogical practices with digital technology and develop together suggestions for common training and development needs.



## CONTEXT

The workshop is designed to be as a starting point for long-term development actions, but the subsequent actions may vary. It is suitable for all school levels, different type of schools, and teachers with varying level of competence in the pedagogical use of digital technology. It can also be applied for smaller



## REQUIREMENTS

All participants need to have a laptop or tablet for individual work.

# Structure



## A. Brief orientation

Goals of the workshops, Innovative digital school model, Areas of teacher competence for development (~15 mins)



## B. Group discussion

Current ways of using digital technology in teaching (~30 mins)



## C. Lecture

A framework of the ways to use digital technology in teaching (~20 mins)



## D. Individual task

Current ways of using digital technology in teaching (~30 mins) Reflecting one's own digital pedagogical practices 1) using the framework - writing a personal document using a template and 2) answering a survey about training needs and interests (~40 mins)

Break (~20 mins)



## E. Group work

Sharing individual development needs and listing joint development targets (~30 mins)



## F. Joint discussion

Examining the suggested development targets together (~15 mins)



## G. Summarising

Suggestions about the next steps and final reflections (~10 mins)

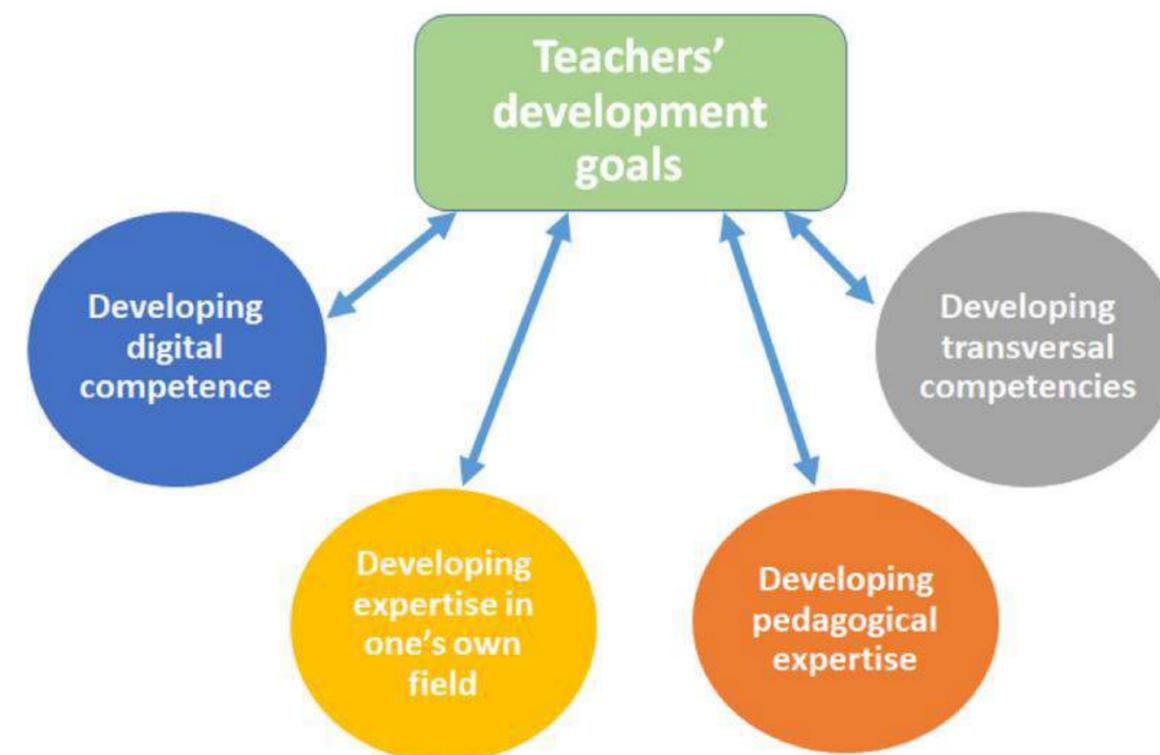
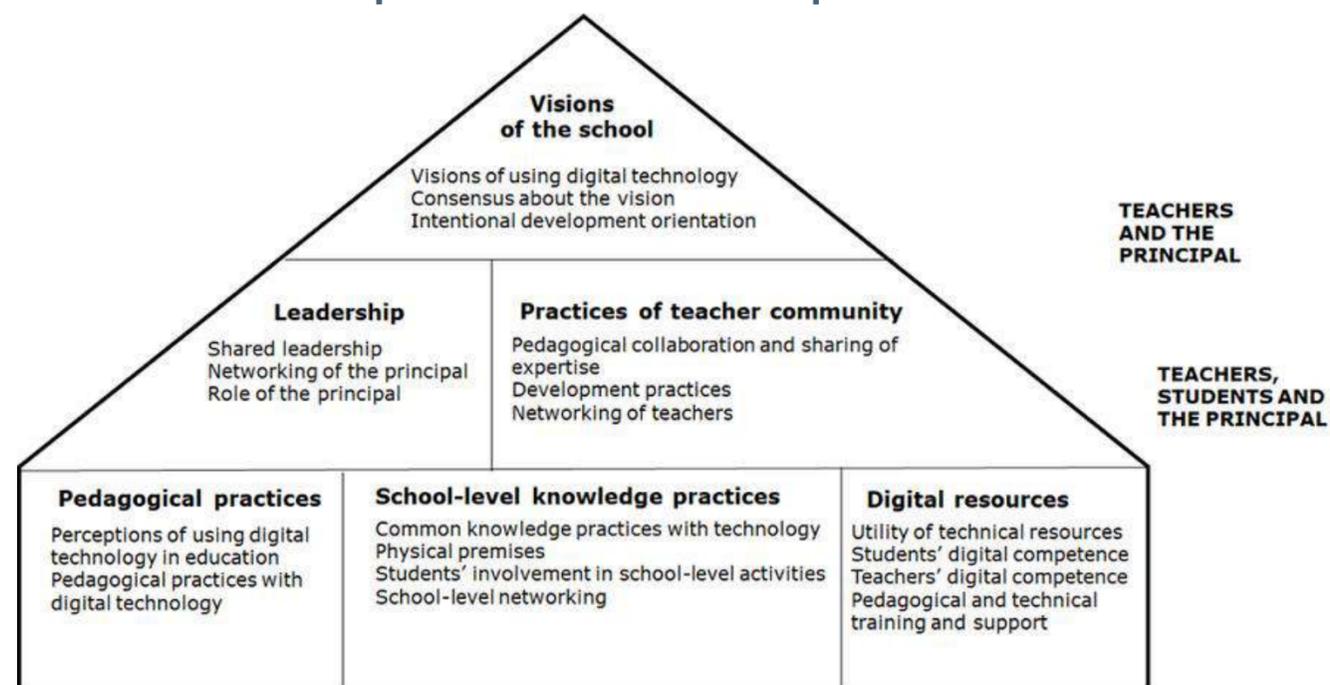


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## A. Brief orientation



Introductory lecture about the goals of the workshops, Innovative digital school model, and areas of teacher competence development



Innovative digital school model is used for explaining that the use of digital technology in teaching is the responsibility of whole school and teachers should have joint plans, decisions and actions for development.

The figure explicating four areas of teacher competence affecting to development goals is used for emphasizing that the focus should not be only on digital competence but a broader perspective is relevant.

## B. Group discussion

Discussing current ways of using digital technology in teaching in small groups



The participants are divided in small groups (3-4 participants) to discuss their current ways of using digital technology in teaching.

It is preferable to divide teachers in groups randomly for the group discussion. Otherwise teachers easily go into the same familiar groups in which they work a lot anyway.

If the workshop is organized remotely, the participants can be divided in small groups by using breakout rooms.

## C. Lecture

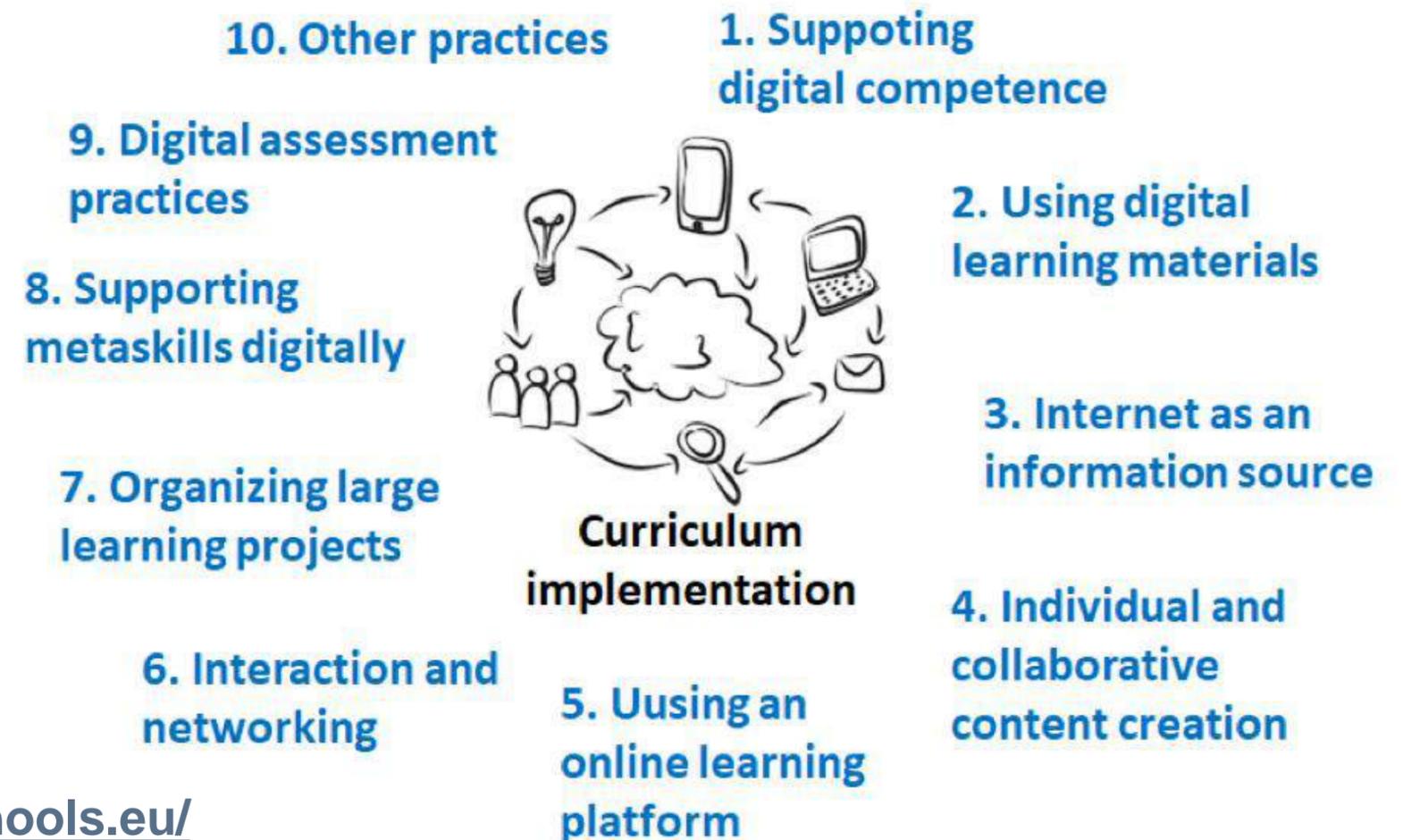


### A framework of the ways to use digital technology in teaching

The reason for presenting the framework about the pedagogical practices with digital technology is to provide a conceptual tool to reflect on one's own practices and also to offer new information and ideas for further development.

Each category is presented with a slide explaining possible practices in more detail with links to examples, additional information or guidelines.

## PEDAGOGICAL PRACTICE WITH DIGITAL TECHNOLOGY



## D. Individual task



1) Reviewing own practices using the framework of pedagogical practices with digital technology - writing a personal document using a template.

### Digipeda workshop (iHub4Schools / University of Helsinki)

Developing the pedagogical use of digital tools in schools

Copy the template for you 1) as a Google document with *File -> Make a copy* and choose a folder in Google Drive or 2) as a Word file with *File -> Download -> Microsoft Word* and choose a folder from your computer.

### Pedagogical practices with digital technology - Reviewing own practices and planning development goals

Author:

#### 1. Supporting digital competence

- Basic skills about the meaningful and appropriate use of conventional applications
- Safe and responsible behaviour in the web
- Copyright issues
- Broader skills about the meaningful and appropriate use of rare applications
- Programming skills, coding, computational thinking, robotics
- Information management skills, data handling

What practices do I master and use

What I would like to try and develop

A template following the framework of pedagogical practices with digital technology is provided for individual self-reflection. The participants are directed to write down 1) their good current practices and 2) practices that they want to try and develop.

Participants make their own copy of the document and save it for their own individual use. The documents can be shared by a joint decision.



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## D. Individual task

### 2) Answering a survey about training needs and interests.



After reflecting on the use of digital tools from the point of view of pedagogical practices, teachers will fill a survey that asks in more detail about their training needs and interests concerning digital tools and applications that are in use in the city. The survey includes two main themes.

a) **Experience: What is your current skill level.**

E.g. Spreadsheet (Microsoft, Google)

Limited experience 1 - 2 - 3 - 4 - 5 I manage well

b) **Interests: Interest in participate in training events about the topic**

E.g. Programming (and robotics)

This topic does not interest me 1 - 2 - 3 - 4 - 5 I am very interested in this topic

The answers will be used to facilitate the sharing of knowledge within the school and plan training events.

## E. Group work

Sharing individual development needs and listing joint development targets



The participants are divided in small groups where they share the results of their individual reflection and suggest together joint development goals and training needs for the whole school.

Each group answers the following questions:

- What could be our joint development targets?
- What kind of support and training do we need?
- Who can train others and about what inside the school?

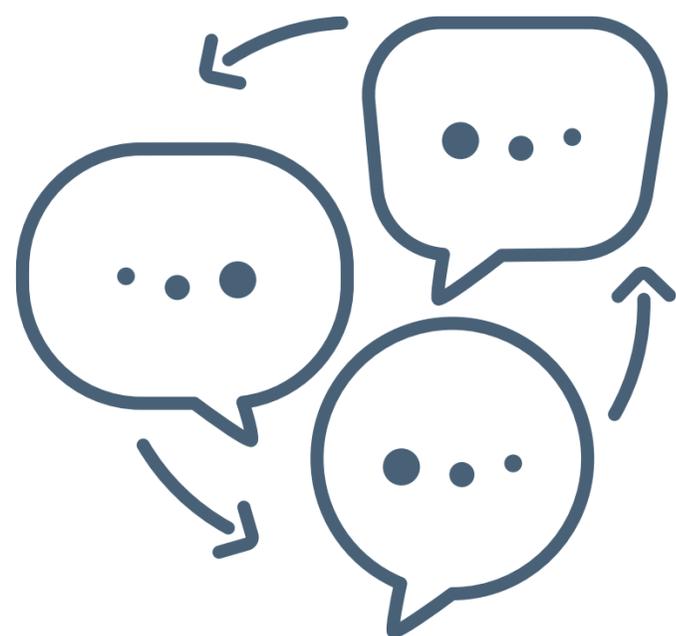
Group work results are collected and shared using an online tool (Padlet, Google presentation etc.).



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## F. Joint discussion

Examining the suggested development targets together



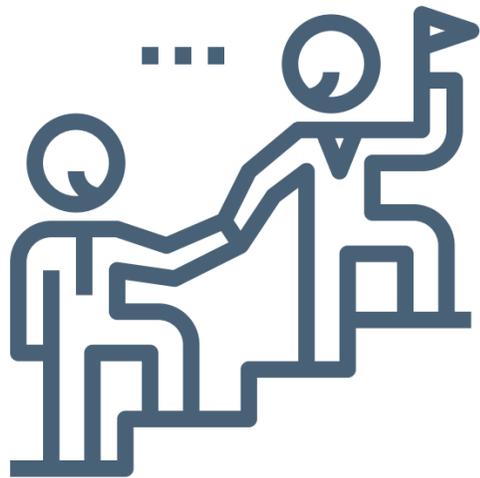
The mentor / trainer leads a joint discussion where the group work results, documented in the shared online document, are discussed together.

The focus could be on the most frequently mentioned issues that seem to be shared by all groups. Also the expertise inside school (who could train others) can be highlighted.

It might also be relevant to ask the principal and / or IT specialist of the school to comment on the group work results.

## G. Summarizing

Suggestions about  
the next steps and  
final reflections



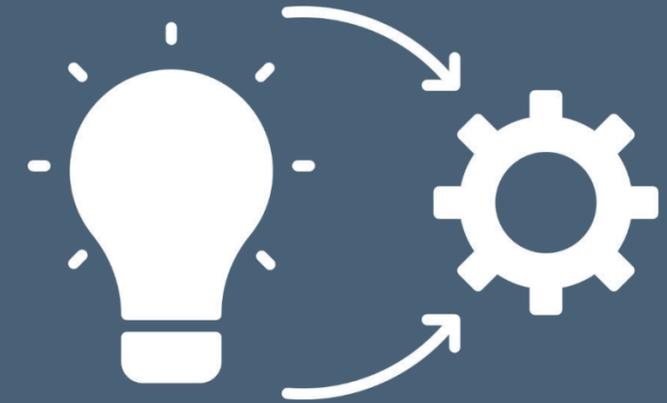
The workshop is ended in a summary including:

- Introduction of possible next steps for the development work, e.g. support services of the city and options for actions for the school's development work concerning the pedagogical use of digital technology
- Final reflections from the participants, e.g. by asking everyone to say shortly or write in the online chat one-two words about their impressions and thoughts
- Other remarks that has emerged as relevant during the workshop.



# Recommendations

Ideas and guidelines



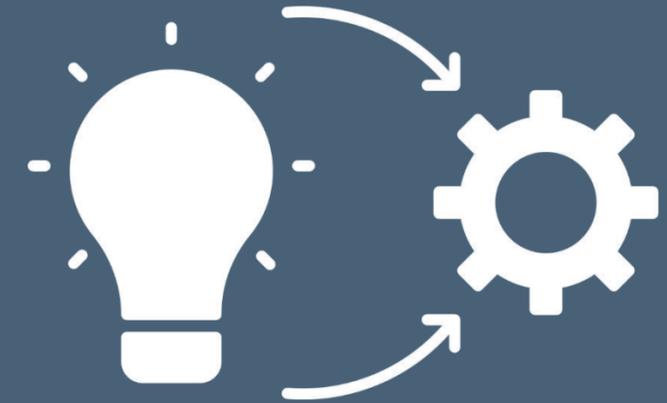
Digipeda workshops can also be organized as a remote session, where individual tasks can be integrated with breaks, and breakout rooms can be used for small group discussions.





# Recommendations

## Preceding and following actions



Before the workshop: Discussion with the principal about current state of the school's ICT use.



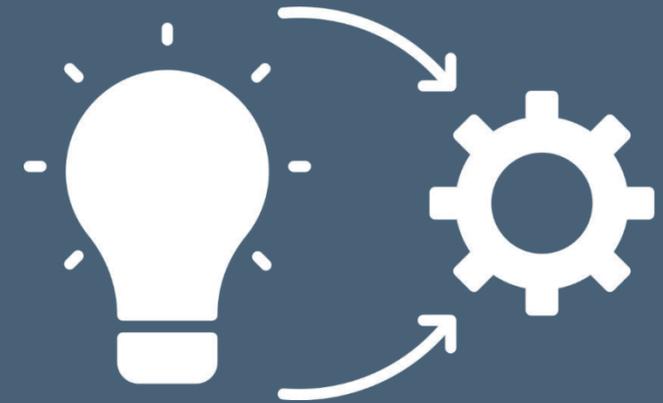
After the workshop: Inform about the results of the workshop to teacher trainers of the city who will contact the schools later for tailored support actions.





# Recommendations

## Experiences from implementations



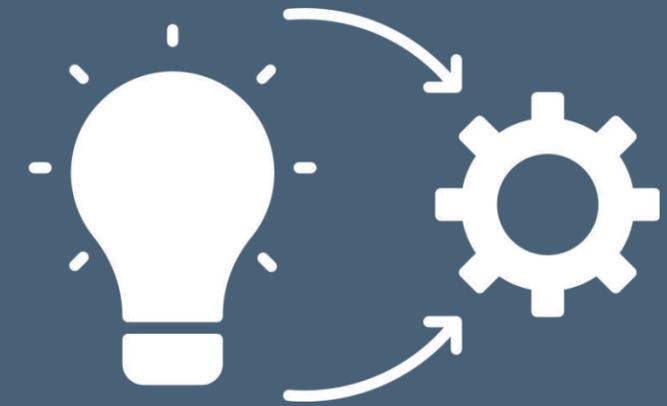
It is relevant to emphasise (for the principal when agreeing about the organization of the workshop) the idea of having all teachers of the school present in the workshop. It is not necessarily clear for everybody that this is not a training event for individual teachers, but a possibility to advance shared understanding and joint decisions about how to develop the school in the pedagogical use of digital technology.





# Recommendations

## Additional information

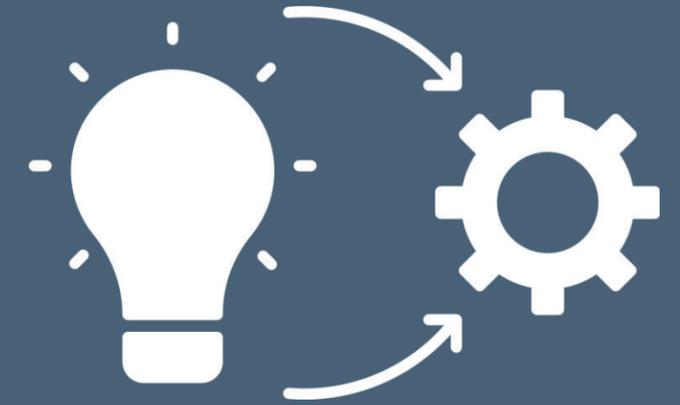


Digipeda workshop was originally designed for the City of Espoo in collaboration between researchers Minna Lakkala and Liisa Ilomäki (University of Helsinki), developing trainer Laura Korpela in collaboration with Tero Toivanen, Pauli Vinni and Leena Määttänen as well as coordinating developing trainer Mikko Löyttyniemi (Teaching Development Service Area, City of Espoo Finnish Basic Education Unit, Growth and Learning Division), trainer Aino Korhonen (Heuristica Oy) and Centre for Continuing Education HY+.



# Recommendations

Additional information



- Support material for using various methods during the process in separate presentations on: <https://www.ihub4schools.eu/mentoring-model/>
- Presentation of the iHub4Schools Mentoring model





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