



### Finding, Evaluating and Organising

The internet is home to a huge range of information, resources and research that can be used to support and develop learning and teaching. The Finding, Evaluating and Organising strand includes the skills required to successfully search for information and resources online, the know how needed to identify reliable sources of information and to be able to apply a range of approaches for organising online content. As an educator you need to be aware of the legal requirements relating to the use of online and digital resources, for example copyright law and creative commons licensing.



### Creating and Sharing

As an educator you will need to be able to manage a wide range of digital information and resources, including those that you create yourself. The Creating and Sharing strand covers using online tools to create original materials, and building on or repurposing existing resources, for the classroom. You should know how to identify resources that you have permission to use and remix – those which are shared using an open license, such as creative commons licensing - and also how to openly share your own materials. You should be able to support learners in creating their own resources and portfolios of work.



### Assessment and Feedback

Web-based and mobile technologies provide a range of opportunities for educators and learners to assess attainment and track progress, to identify where students are having difficulties and to provide feedback, including peer assessment. The Assessment and Feedback strand also includes how staff make use of technologies to support learners in monitoring and managing their own learning and to ensure teaching approaches are effective, and adjusting these to suit learners pace and needs.



### Communication, Collaboration and Participation

Digital tools and environments offer staff and learners a range of collaborative opportunities, supporting the co-design and co-production of resources, providing new approaches to participation and supporting learner voice. Staff and students can use technologies to connect and learn both with and from other learners and experts from around the world. The Communication, Collaboration and Participation strand involves the use of communication technologies, for example email, wikis, blogs and social networking sites, to support learning activities and enhance school communications, planning and management.



### E-Safety and Online Identity

The use of technology is increasingly integrated into everyday life, and the value of using both private and public digital environments to support learning, teaching and communications is well recognised by educators. Schools and school staff support learners in understanding the negative effects of behaving badly online, and in ensuring learners understand what responsibilities they have as members and representatives of a school community. The E-Safety and Online Identity strand underpins educators' and learners' use of digital environments for formal and informal learning, including – understanding how to keep both yourself and your learners safe online, and how appropriate and positive online behaviours can be modelled in classroom practice.



### Technology supported Professional Development

All school staff benefit from engagement with Continuous Professional Development (CPD) – keeping up to date in their subject and curriculum area, and in teaching approaches and methods. Web and mobile based technologies have changed the landscape for school staff in terms of how they can connect to other educators both locally and across the globe. Personal Learning Networks (PLN), developed and managed by educators allow school staff to discover, discuss and share relevant ideas, resources and approaches. The Technology Supported Professional Development strand focuses on how educators can and are making use of technology to take their practice forward.

The DigiLit Leicester Survey focuses on digital literacy in practice - how school staff use technology to enhance learning. It's designed to support staff across the city, by identifying great practice and areas for further development.

The DigiLit Leicester Project is part of Leicester City Council's Building Schools for the Future (BSF) Programme ICT strand, and is delivered in partnership with De Montfort University.

