USING DIGITAL TOOLS IN THE LEARNING PROCESS

ABOUT ME

Kristīne Aleksejeva

Currently: Government Digital Academy - Curriculum development
Past: Teacher - digital design, history, adult education

Passionate about tech in education -
it makes life easy & fun & minimalistic

Smiling - came to class empty-handed

ABOUT THIS SESSION

Objective: gaining insight why and when to use digital tools

Timeframe:

- **Theory** - TPCK and SAMR models (very shortly)
- Some **examples** (around 15 min)
- Work in **groups** (25 min)
- **Reflection** (let's say 5 min)

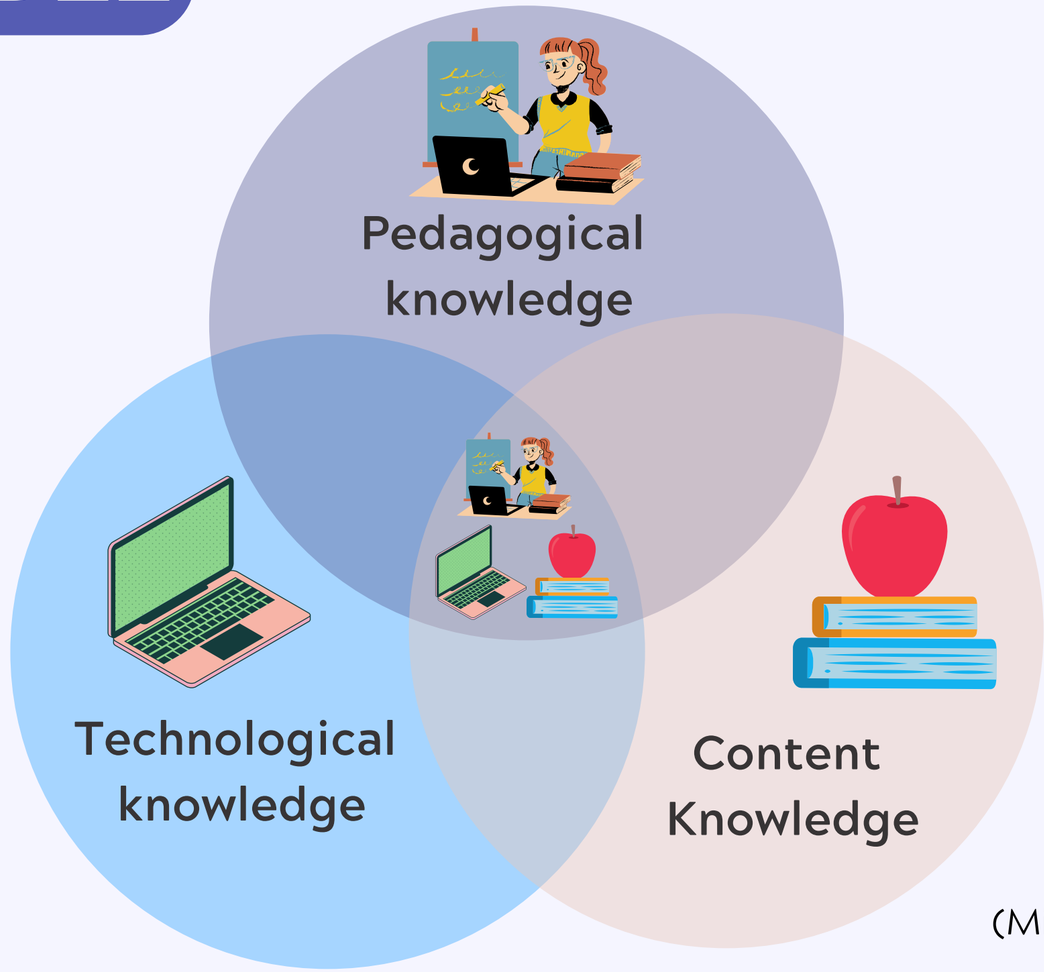
WHAT DIGITAL TOOL DO YOU USE MOST OFTEN IN YOUR PRACTICE?

(SLIDO)

Important to ask yourself

WHY AM I USING THIS?

TPCK MODEL



Begin with
the end in mind

(Mishra and Koehler, 2006)

ASK YOURSELF

How does the digital tool support the pedagogical approach I want to use?

Example: collaborative learning.

Question: does the technology/tool facilitate group work and communication?

Tools: MS Teams/Google Classroom, Miro, Padlet

ASK YOURSELF

Does the technology effectively represent and convey the content I want to teach?

Example: solar system.

Question: would an interactive 3D simulation be more effective than static images?

Tools: depends on content

ASK YOURSELF

Am I comfortable and confident in using this tool?

Example: any tool (magicschool.ai, Canva, Teams, Tinkercad etc)

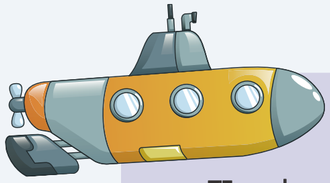
Question: do I actually know how to use this tool?

Tip: familiarize yourself with the tool before the class.

Important to ask yourself

HOW AM I USING THIS?

SAMR MODEL FOR TECH INTEGRATION



Transformation

Redefinition

Tech allows for the creation of **new task**, previously inconceivale.

Modification

Tech allows for significant **task redesign.**

Enhancement

Augmentation

Tech acts as a direct tool substitute, **with functional improvement**.

Substitution

Tech acts as direct tool to substitute, with **no functional change.**

(Puentedura, 2009)

EXAMPLE : ENGINEERING (7TH GRADE)

Part of lesson (based on Gagnes 9 events of learning)	**Description of activity**	**Digital resources**	**Role of tech**
Recall of prior learning	Look at the photos of the bridges.	skolo.lv (Moodle)	Substitution
Practice	Pupils play the game, observing what bridge constructions they create at each level.	Crazygames.com	Modification
Feedback	Self-assessment	Google Forms	Substitution

EXAMPLE:
DIGITAL TOOLS FOR ONE LESSON

Subject: digital design

Topic: social advertising campaign (project)

Objective: students understand what a social advertising campaign is and are able to define the goals of such a campaign.

CREATING A LESSON PLAN

CHATGPT

Copilot

Gemini

K

Act as a design and technology teacher. Create a lesson plan according to Gagnes 9 instructional events about social advertising campaign, lesson length is 80 minutes. Lesson objective: students understand what a social advertising campaign is, are able to define the goals of an advertising campaign.

LEARNING MANAGEMENT SYSTEM

(SORT OF)

moodle

Teams

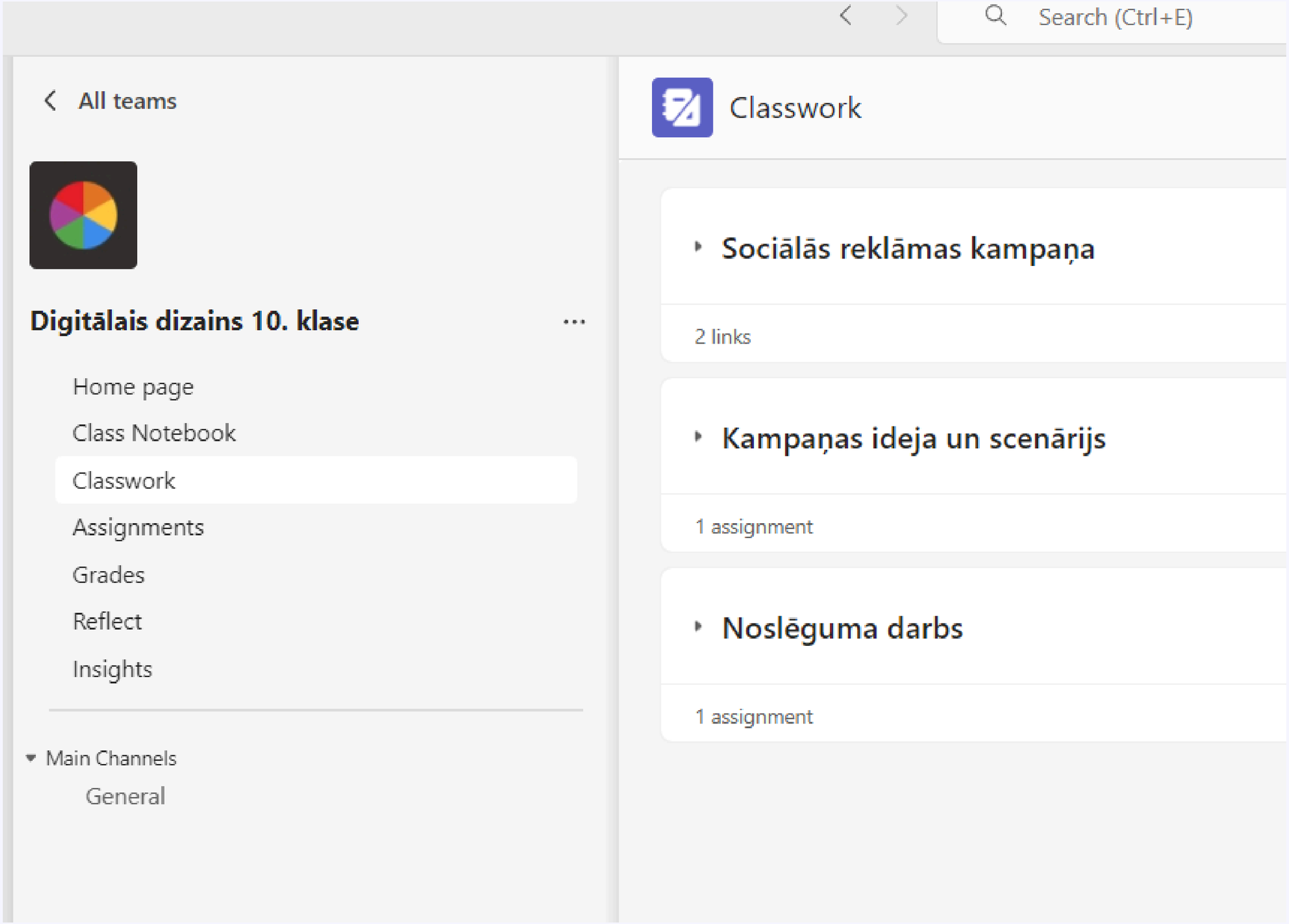
Join

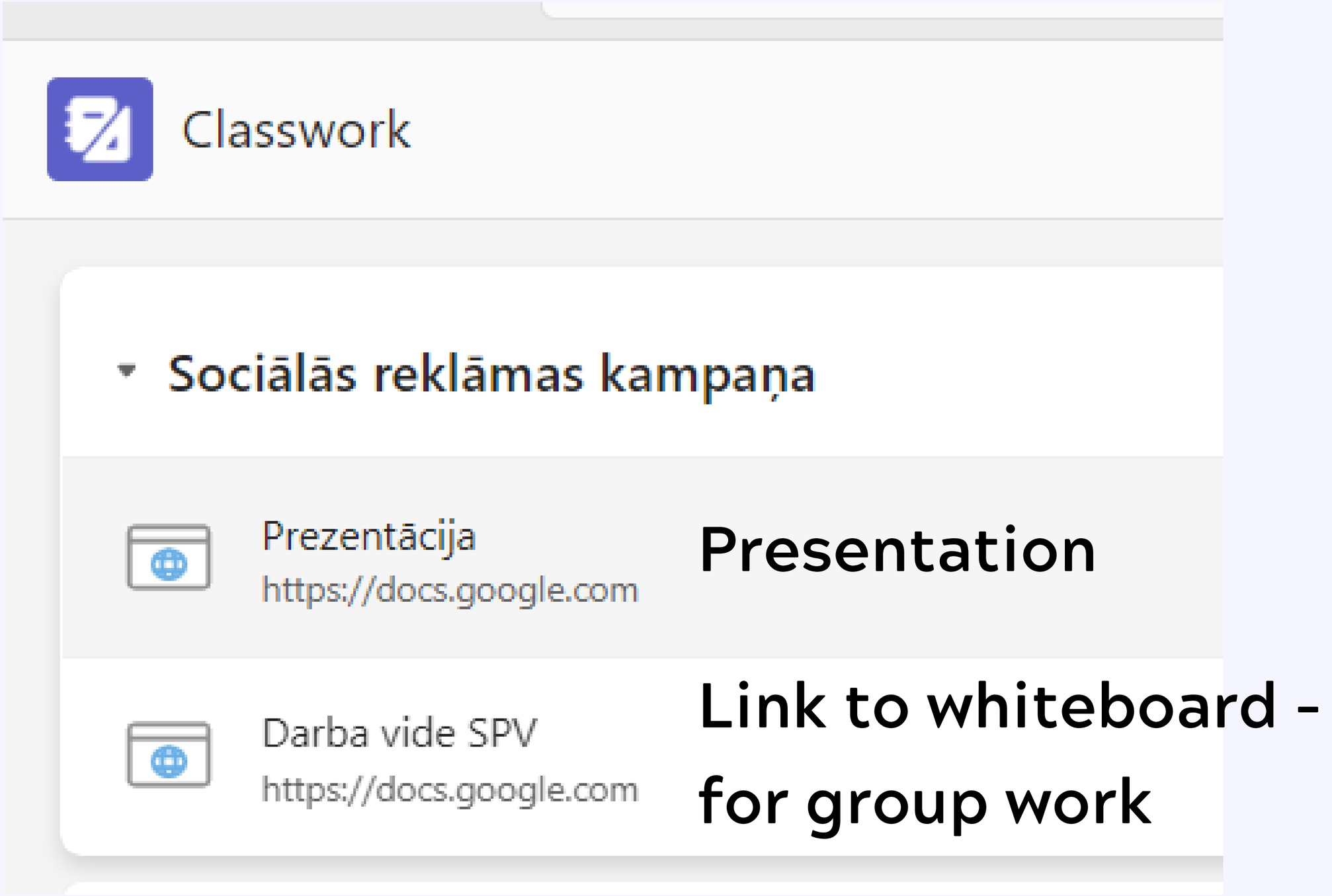
Classes

- **Visi kopā**
- Digitālais dizains 12. klase
- Digitālais dizains 10. klase
- **Digitālais dizains - 11. klase**
- Canva mācības

Hidden

- **8c Latviešu valoda**
- Digitālais dizains 11.c
- Mentoru mācības
- MATEMĀTIKA 7.c
- Zinības par lāčiem
- 8.c bioloģija
- 1:1 pilots
- Ances klase
- 12.a Digitālais dizains


Search (Ctrl+E)
All teams
Digitālais dizains 10. klase
Home page
Class Notebook
Classwork
Assignments
Grades
Reflect
Insights
Main Channels
General
Classwork
Sociālās reklāmas kampaņa
2 links
Kampaņas ideja un scenārijs
1 assignment
Noslēguma darbs
1 assignment



Presentation

Link to whiteboard - for group work

PRESENTATION

SVĢ Sociālās reklāmas kampaņas izstrāde

File Edit View Insert Format Slide Arrange Tools Extensions Help

Slideshow | Share

Fit | Background | Layout | Theme | Transition

1 Sociālās reklāmas kampaņas izstrāde

2 Projekta sasniedzamais rezultāts

3 Stundas sasniedzamais rezultāts

4 Sociālā reklāma

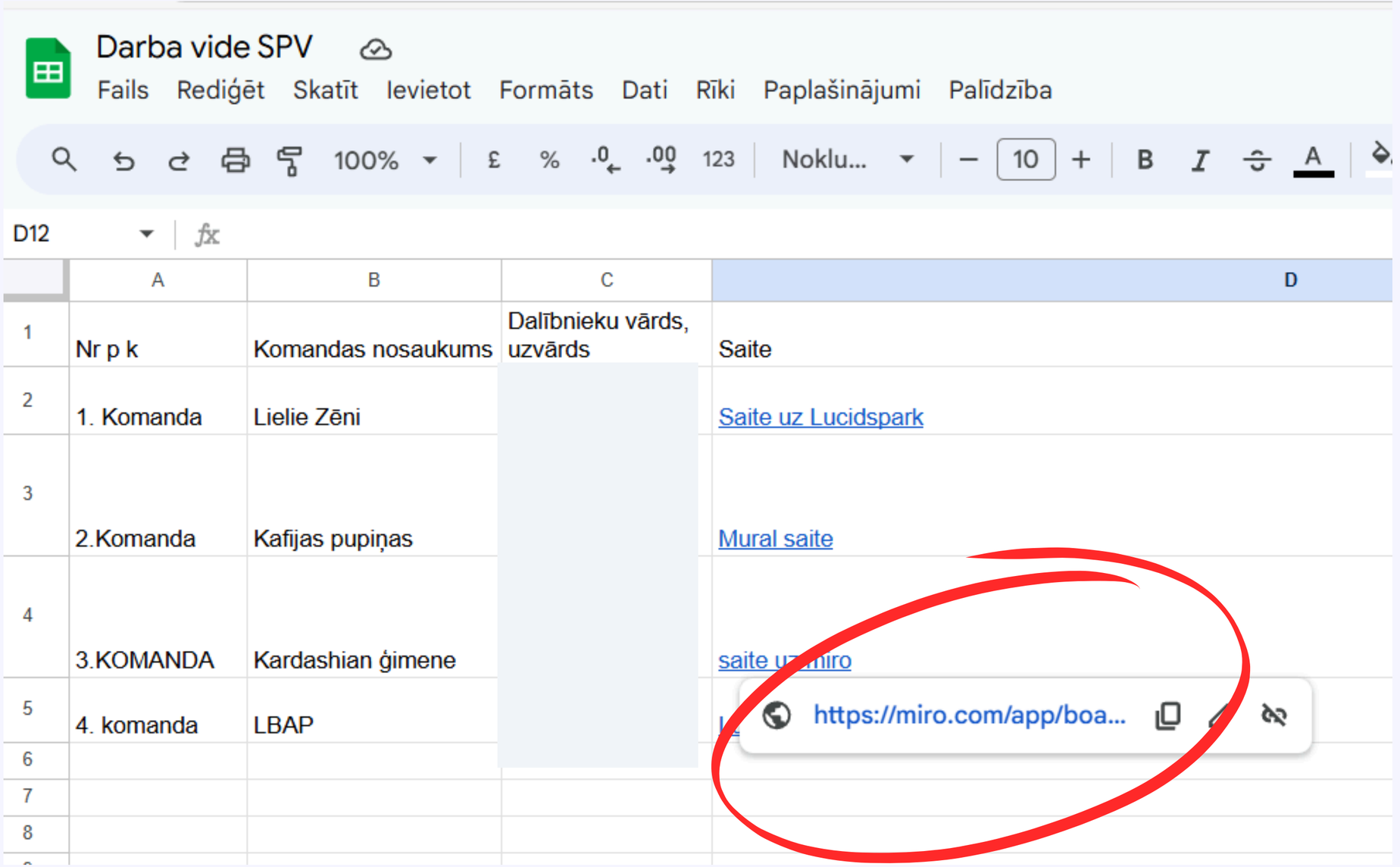
5

6

Sociālā reklāma

Avots: SPRS: Your child is what you eat

SPLIT IN TEAMS - LINK TO COLLABORATION SITE



	A	B	C	D
1	Nr p k	Komandas nosaukums	Dalībnieku vārds, uzvārds	Saite
2	1. Komanda	Lielie Zēni		Saite uz Lucidspark
3	2.Komanda	Kafijas pupiņas		Mural saite
4	3.KOMANDA	Kardashian ģimene		saite uz miro
5	4. komanda	LBAP		
6				
7				
8				

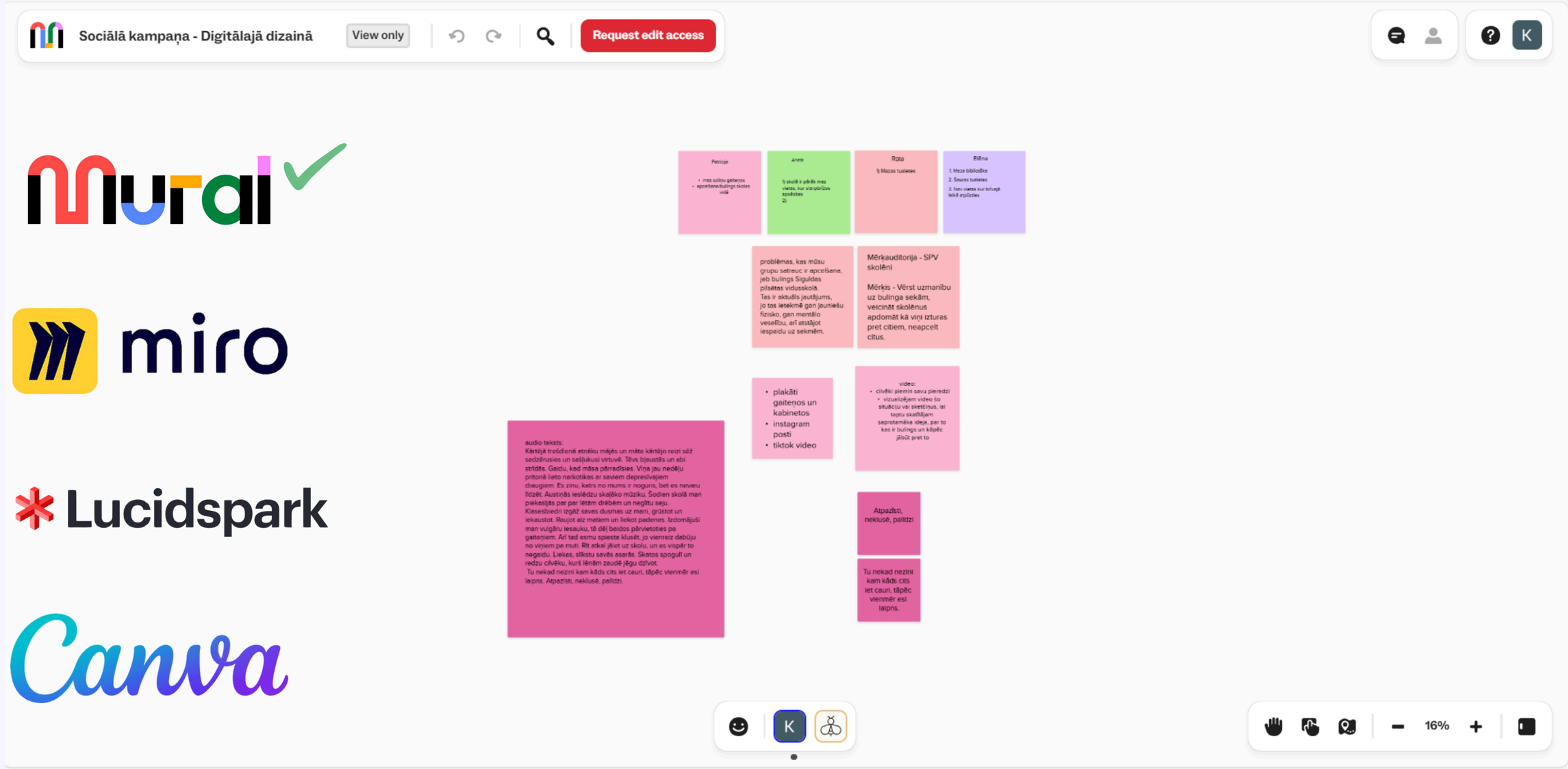
COLLABORATION SITE

Mural

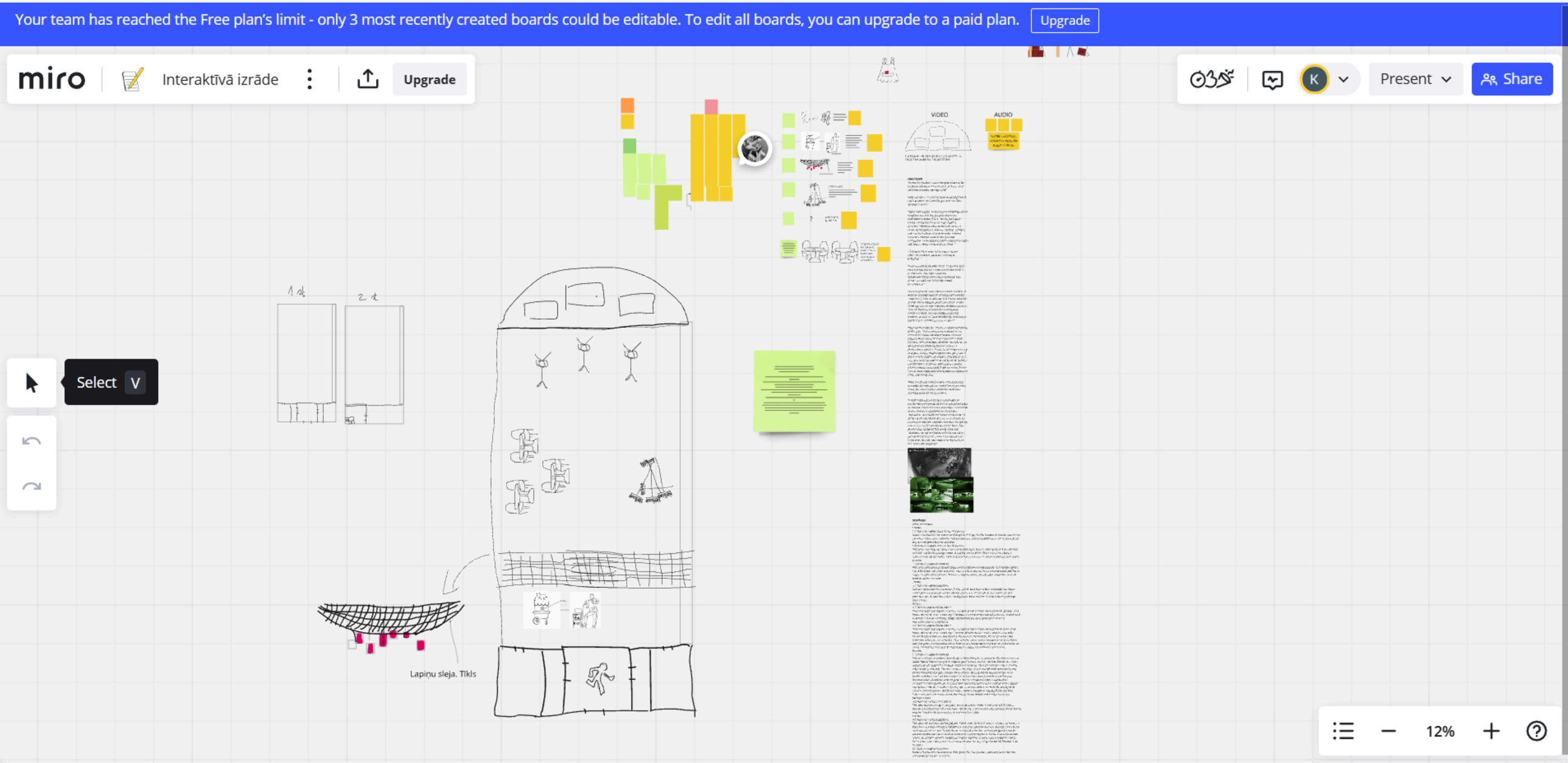
miro

Lucidspark

Canva



(ANOTHER EXAMPLE - MIRO)



REFLECTION

Google Forms

Microsoft Forms

Refleksija

kristinei.aleksejevai@gmail.com Switch accounts

Not shared

* Indicates required question

Vārds, uzvārds * **NAME**

Your answer

Domājot par topošo sociālās reklāmas kampaņu, mani iepriecina... * **EXCITED ABOUT**

Your answer

Domājot par topošo sociālās reklāmas kampaņu, mani satrauc... * **WORRIED ABOUT**

Your answer

Domājot par topošo sociālās reklāmas kampaņu, man ir šaubas par... *

TOOL SUMMARY - A LOT OR TOO LITTLE?

- **GEMINI** - AI TOOL FOR LESSON PLAN
- **MS TEAMS** - TO STORE ALL THE STUFF
- **GOOGLE SLIDES** - PRESENTANTION
- **MIRO** - COLLABORATION
- **GOOGLE FORMS** - REFLECTION

ONLY TOOLS THAT SERVE A PEDAGOGICAL PURPOSE

MY FAVORITE TOOL LIST

- **GEMINI** - AI FOR EVERYTHING
- **MS TEAMS/GOOGLE CLASSROOME** - ASSIGNEMENTS, GRADES, SHARING FILES
- **GOOGLE DRIVE** - STORING FILES
- **CANVA** - EVERYTHING VISUAL (FREE FOR TEACHERS!
- **MIRO** - COLLABORATION
- **GOOGLE FORMS** - ANY SURVEY OR TEST
- TINKERCAD - SIMPLE 3D MODELLING

Praktiskais darbs

Iedot mācību situāciju vai sasniedzamo rezultātu (pēc izglītības līmeņiem, piem, viena tēma - komunikācija)
pilnīgi analgou, izdomāt pēc TPCK un SAMR modeļiem kādas tehnoloģijas būtu jāpielieto

Var pielikt klāt Blooma taxonomiju, domāt caur līmeņiem

Diskusija

Reflection