

FINDING AND EVALUATING DIGITAL RESOURCES



COURSE GUIDE

Implemented by:



CONTENTS

Introduction	3
Learning Journal	4
Study tips	5
Working alone or with colleagues	5
Guide to the units in this module	6
Unit 1: What are digital resources and why use them?	6
Unit 2: Finding digital resources	6
Unit 3: Evaluating digital resources	6
Unit 4: Using found resources: copyright and license	7
Unit 5: Adapting Digital Resources	7
Unit 6: Developing policies for digital resource use (Leadership Teams / ICT)	7
Teachers Competency Standards Framework	8

Disclaimer

This material has been funded by UK aid from the UK government; however the views expressed do not necessarily reflect the UK government's official policies.

INTRODUCTION

Welcome to the guide to Finding and Evaluating Digital Resources.

There are 6 units in this CPD module which aims to build your skills and knowledge in finding, using and evaluating digital resources for use in teaching and learning. These units are for Leadership Teams and Teacher Educators in the 25 Education Degree Colleges across Myanmar. The first 5 units in this module are for all Leadership Teams and Teacher Educators, while the final unit is designed for Leadership Teams and ICT specialists in the Education Degree Colleges.

The units in this module will help you and your student teachers in a number of ways, all of which are outlined in the Year 1 Semester 1 ICT training manual:

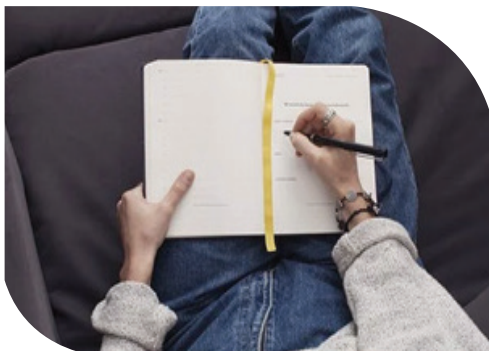
- Finding and using flipped activities
- Using different approaches to blended learning
- Making use of Virtual Learning Environments
- Developing your digital literacy and that of your student teachers

This CPD module also encourages you to develop communities of practice between yourself and your colleagues in the selection and application of digital resources. This will support and extend your own use of digital resources in your teaching and will help your student teachers build on this area of ICT in their learning and future professional practice.

Learning Journal

We will be asking you to record your reflections in a learning journal throughout the module.

A learning journal can be digital (e.g. using Word or Google Docs) or on paper. You can also take photos of your learning journal pages if you want to share your thoughts with others. It is important that you record your thoughts and ideas so that you can remember and use them later in activities and in your own teaching.



Source: <https://pixabay.com/photos/search/journal/> (Creative Commons license)

Here are some useful tips for a good learning journal:

- Use headings and dates for all your journal entries.
- Use the activity number for reflections linked to that activity, e.g. Activity 3.1
- Add references to any other resources you find that help you.
- Record answers to activities.
- Write reflections about your learning.
- Make notes of new vocabulary.
- Identify topics you want to learn more about.

The important thing is that it is easy for you to use. You can take notes which answer simple questions like these:

What did I learn today?

How can I use this in my work?

Was this easy or difficult? Why?

How can this help me / my student teachers?

What else do I need to learn about this topic?

You can see that these questions follow the learn, apply, reflect model of the new EDC curriculum. You can return to this journal as you progress through your CPD journey and reflect on your progress.

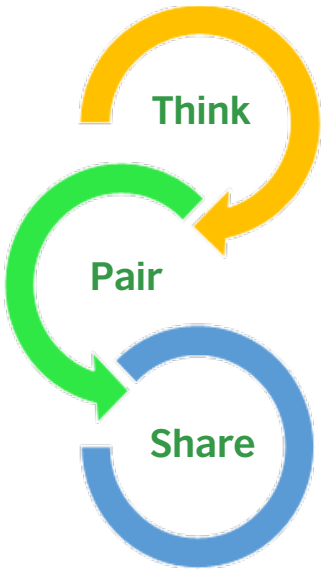
Study tips

We recommend you don't try to do the whole unit at once – take your time to work through the activities. Set yourself a timetable and choose a time to work through the tasks, then check and compare ideas with colleagues. Finally, remember to make notes in your learning journal as you go. This will help you remember more about the skills and knowledge you develop as you complete these units.

Working alone or with colleagues

This unit is designed for self-study. The answers can be found after each activity. However, if possible, **we recommend working in a pair or group** so you can share ideas, ask questions, check your work, and give feedback.

If you work in a pair or group, we recommend using **Think / Pair / Share** for each activity.



Work alone and make brief notes of your own ideas.

Check your answers with your partner.

Discuss your ideas in a group, and then check the answers on the next page(s) together.

Guide to the units in this module

The CPD module on Finding and Evaluating Digital Resources is made up of a series of units which will help you develop your skills and knowledge to find and evaluate digital resources; share resources in line with copyright and license standards; adapt and create your own digital resources; and for Leadership Teams and ICT specialists, develop policies for digital resource use in your Education Degree Colleges.

Each unit provides you with reading material, links and videos followed by activity questions for reflection or discussion with colleagues. After each activity, you can find a summary of key points in Discussion boxes which give you further ideas and useful links.

You will also find Suggested answers for all of the activities in these units. And at the end of each unit, there is a short revision activity called an Exit task: this will provide you with an opportunity for self-assessment.

Although these activities can be completed individually, you will benefit more by working collaboratively with colleagues. Many activities are designed so that you can experience the teaching and learning method as a learner.

You are expected to keep a learning journal with notes and reflections from each module. This can be paper-based or a computer file. It will be a record of your learning journey and can be added to your CPD portfolio. You can work through the modules on your own but you will benefit more from discussing and working collaboratively with colleagues.

Unit 1: What are digital resources and why use them?

In the first unit you will learn about different types of digital learning resource, the advantages and disadvantages of digital learning resources, and different ways to use digital learning resources. During this unit you will reflect on your experience of using digital resources, and you will also learn about some new resources that you can try in the future.

Unit 2: Finding digital resources

In this unit you will learn where to find digital resources, and how to use search techniques to find them. You will study a range of websites to find different types of digital learning resource and use suitable search terms and advanced search options to find appropriate resources.

Unit 3: Evaluating digital resources

In the third unit, you will develop your skills in evaluating digital resources for use in teaching and across Education Degree Colleges in Myanmar to enable you to find, assess and use appropriate materials.

Unit 4: Using found resources: copyright and license

The aim of this unit is to help you better understand copyright and licensing issues. When you understand copyright and licensing you will be better able to evaluate, share and create digital learning resources.

Unit 5: Adapting Digital Resources

The aim of the fifth unit is to support you in understanding how, and why, you can adapt digital resources for teaching and learning in Education Degree Colleges in Myanmar.

Unit 6: Developing policies for digital resource use (Leadership Teams / ICT)

The sixth unit aims to help you make the most of digital resources across the whole college. You will think about how to develop approaches and policies for using these resources in ways that have positive outcomes for teaching and learning.

Teachers Competency Standards Framework

The digital literacy skills developed during this module all support the *Teachers Competency Standards Framework*.

Competency standard A2: Know appropriate use of educational technologies	
Minimum requirements	Indicators
(A-2.1) Demonstrate understanding of appropriate use of a variety of teaching and learning strategies and resources	<div>(A-2.1.1) Plan learning experiences that provide opportunities for student collaboration, inquiry, problem-solving and creativity</div> <div>(A-2.1.2) Use teaching methods, strategies and materials as specified in the textbooks and additional low-cost support materials, to support student learning</div>
(A-2.2) Demonstrate understanding of appropriate use of Information and Communication Technology (ICT) in teaching and learning	<div>(A-2.2.1) Describe the function and purpose of online and offline educational tools and materials to support the teaching and learning process</div> <div>(A-2.2.2) Evaluate and match available tools and materials to curriculum content and pedagogical strategies, including online and offline ICTs</div> <div>(A-2.2.3) Describe and demonstrate the understanding of basic concepts and principles of media and information literacy</div>

Funded by:



Implemented by:



© Except for third party material, these resources are licensed under a Creative Commons attribution Non-commercial (CC-BY-NC) licence 4.0. This authorises anyone to use these materials as long as they are not used for a commercial purpose and that the following attribution is applied 'These materials were produced as part of the TREE project led by the British Council and funded by FCDO / UKAid. The original materials can be found at <https://www.britishcouncil.org.mm/tree>'