



FINDING AND EVALUATING **DIGITAL RESOURCES**



UNIT 2: FINDING DIGITAL RESOURCES

Implemented by:









UNIT 2: FINDING DIGITAL RESOURCES

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Unit 2: Finding digital resources

Overview

This is the first of **six units** in a 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.

- 1. What are digital resources and why use them?
- 2. Finding digital resources
- 3. Evaluating digital resources
- 4. Using found resources (copyright)
- 5. Adapting resources
- 6. Developing policies for digital resource use (Leadership Team only)

In this 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 the unit you will reflect on your experience of using digital resources, and you will also learn some about some new resources that you can try in the future. It will be important to make good notes and save useful websites.

Learning Journal

As you work through these units, please keep a learning journal to record your progress and identify topics that you want to explore further. The learning journal can be a digital one, using Word or another document creation tool. Or you can use a pen and paper format like a diary or notebook. The important thing is that it is easy for you to use. You can return to this journal as you progress through your professional development journey.



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

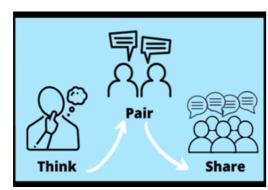
Working alone or with colleagues

This unit is designed for self-study. The answers are after each activity, and additional resources can be found in the Appendices.

However, **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 group, we recommend using 'Think, pair, share' for each activity.

- = **Think** work alone and make brief notes of your own ideas.
- Pair check your answers with a partner
- Share discuss your ideas in a group, and then check the answers on the next page(s) together.



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Learning outcomes

By the end of this unit, you will be able to:

- 1. Identify how digital learning resources can help you achieve your learning outcomes.
- 2. Use a range of different websites to find different types of digital learning resource.
- 3. Use suitable search terms and advanced search options to find appropriate resources.

Pre-learning: Key vocabulary in this unit

Vocabulary Item	Definition	Myanmar Translation
search engine (n)	A software system designed to carry out web searches. E.g. Google, Yahoo, Bing	
search terms (n)	A word or words you enter into a search engine to specify something you want to find on the World Wide Web.	
search results (n)	A list of answers (web pages, links, images or videos) after you enter your search terms in a search engine.	
key word search (n)	Using the most important words to search for something. E.g. 'Myanmar flag colours'	
advanced search tools (n)	A set of options in search engines which narrow the possible answers when you search for something. This helps you find the exact content you are looking for.	
Boolean operators (n)	Simple words (e.g. AND, OR, NOT) used as conjunctions to combine or exclude key words in a search, giving more exact results.	

2.1 Your experiences of finding digital learning resources

Finding useful information online can be a challenge and finding useful digital learning resources can be a very big challenge.

2.1.1 Reflecting on your experiences of finding digital learning resources 2 5 minutes



THINK: Reflect on your experiences of looking for digital learning resources online.

Read these statements. Do you agree or disagree with these statements? Tick the statements you agree with, cross the statements you disagree with. There are no right or wrong answers.

- 1. It is easy to find resources online.
- 2. It is easy to waste time searching for resources online.
- 3. Sometimes I can't find what I am searching for online.
- I sometimes do not know if information on the internet is true or not.
- I am worried about getting viruses on my phone/computer.
- Sometimes I find something useful online, but then you have to pay.
- All the best digital learning resources are online.
- There are not many resources on the internet for my subject.
- Facebook is the best place to find learning resources.
- 10. It is easier to find useful information online if you know English.







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2.1.1. Feedback and Discussion

Experiences of finding digital learning resources

There are no right or wrong answers for this activity. Different people will have different experiences and different opinions. Here are some additional comments you might like to think about. Tick the statements you agree with.

- 1. It's often difficult to find things on the internet. **The internet is huge.** At the beginning of 2021 it is estimated that there are 4.5 billion people connected to the internet, approximately 60% of the world's population. More people are connecting to the internet every day, and more information is being created every day. It is estimated that the amount of information on the internet doubles every 2 years. With so much information on the internet, is easy to get lost or get distracted by interesting websites which don't help us with our goals. To save time we need to know what we are searching for.
- 2. If we can't find what we are looking for online, we might be looking in the wrong place, or searching in the wrong way. We need to know where to look and we need to know how to look.
- 3. Sometimes we can spend a long time searching for a resource which doesn't exist. We need to know when to stop searching. Sometimes it is quicker and easier to create a resource ourselves. We can share it online for others to use in the future.
- 4. With so much information online, it is sometimes difficult to know if information is true. Using trusted websites can help us find high quality information and resources.
- 5. There are many dangers on the internet including fake news, hidden adverts, hackers and viruses. Using trusted websites can help us avoid danger and find useful resources.
- 6. There are many businesses that make excellent digital learning resources for teachers and students, unfortunately they cost money. However, there are also many high quality free resources that we can use. Open Educational Resources (OERs) are always free for everyone to use.
- 7. There are many useful digital learning resources online. However there are also many resources available offline. The best resources are resources that meet the needs of students. Teachers know the needs of their students better than anybody, therefore the best resources are often resources that teachers make for their students.
- 8. There are many resources for many different subjects online. However, there are currently not many resources in Myanmar languages for the Myanmar curriculum. Teachers and Teacher Educators who know how to find, adapt or create suitable resources can help all Myanmar students.

- 9. Facebook can be a great place to find learning resources. This is because the best place to find resources is often from colleagues or from recommendations. However, recommendations from Facebook can be adverts and if we only use recommendations from friends and colleagues we can be trapped in a bubble. We need to know many different places to look for digital learning resources.
- 10. Currently, English is the most common language of the internet, approximately 25% of the internet is in English. Studying English can help us find more of these resources. However improving our ICT skills can help us create high quality digital learning resources in Myanmar languages.

PAIR and SHARE:

Discuss your ideas with your colleagues, or alternatively with your friends and family.

- Do you share the same opinions or do you have different opinions?
- · Did you change your opinion after reading the statements?
- Think about some student teachers you know well. Do you think your student teachers will have the same opinions as you?

2.1.2 Reflecting on your experience of finding information online



15 minutes

In the previous activity you reflected on your general experience of searching for information online. In this activity you will reflect on a specific example.

Think about a time you have searched for information on the internet. Read the questions and complete the table in your learning journal.

What information did you search for?	Where did you search? Which websites did you use?	How did you search for the information? What words did you use in your search?	Did you find the information you were looking for? Was it easy to find? How long did it take you?

PAIR and SHARE:

Compare your table with your colleagues or with a friend.

- Are your experiences the same or different?
- Are there any ways of searching for information that are new to you?

2.1.2 Discussion

There are many different ways to look for information on the internet, and many different places to start looking. The more often you search for information on the internet, the better you will become at finding useful information.

In this section you have reflected on your experiences of searching for information online. At the end of this unit you will complete this activity again to evaluate how the knowledge and skills you have learnt during the unit have improved your research skills.

2.2 Knowing what you are looking for

Browsing the internet for inspiration or new ideas can be a fun way to spend time, but sometimes it can be difficult to find the things we need. Finding digital resources can be a frustrating waste of time.

The first step to effectively find digital learning resources is to know what you are looking for.

2.2.1 - Choosing appropriate digital learning resources to achieve learning outcomes



45 minutes

In unit 1 we explored many different types of digital learning resource and Sayama Khine Swe demonstrated some ways we can use digital learning resources in our classrooms.

In this activity we will identify how different digital learning resources can help us achieve different learning outcomes.

Match these learning outcomes from the student teacher textbooks with examples of good practice. For example:

learning outcomes

1

Subject: all subjects, all textbooks.

Learning outcome: to demonstrate understanding of key learning points by discussing the end of unit review questions.

Example of good practice

A

- 1. Students read and reflect on the end of unit reflection questions.
- Students work in groups to discuss the questions and record a 5-minute MP3 of their discussion using their mobile phones.
- 3. Students share their recording with their teacher with Bluetooth.

Practicum Year 1 Semester 1 Unit 4. Lesson study.

• Analyse and discuss effective teaching and learning strategies and classroom management strategies to be used across different subjects at primary level.

Sciences Year 1 Semester 1 Unit 3.1.5. The animal kingdom.

- Describe a variety of animals and classify them according to type.
- Identify different body parts of animals and their functions.

Teacher Educator's personal professional development goal.

• Use a wide range of strategies and techniques to create an inclusive classroom.

Maths Year 1 Semester 1 Unit 3.1.8. Multiplying fractions.

- Multiply fractions and whole numbers.
- Multiply fractions with fractions.

Physical Education Year 1 Semester 1 Unit 3.1.1. Singing and dancing.

- Demonstrate basic singing and dancing skills at primary level 1.
- Demonstrate some key basic skills of singing and dancing.

All subjects, all textbooks.

• Learn 10 key words from the student teacher textbook glossary.

Science Year 1 Semester 1 Unit 2.2.3. Learning from famous scientists.

- Discuss famous scientists and their contributions to Science.
- Discuss famous Myanmar scientists and their work.

Social Sciences Year 1 Semester 1 Unit 2.6. Learning and teaching geography

• Give examples of learning activities suggested in the primary Textbooks and Teacher Guides for teaching of the 'Our living area' and 'Myanmar and the World' strands.

All subjects, all textbooks.

• Choose a topic from the textbook that interests you. Research the topic and create a poster.

2 Spare

- 1. Go to the <u>JICA CREATE youtube</u> channel.
- 2. Search for a suitable video of a lesson.
- 3. Download the video in MP4 format using a video downloading website.
- 4. Share the video using Bluetooth with students.
- 5. Students watch the lesson and analyse the learning strategies they see.



- 1. One student opens a google doc.
- 2. The student sends the google doc link to their groupmates.
- 3. The teacher educator suggests trusted websites where students can find reliable information about famous scientists.
- 4. The students work with their group to create a google doc together.



- 1. Go to a <u>website with free teacher</u> training courses.
- 2. Search for inclusive education courses.
- 3. Choose a suitable course.



- 1. Students look at the 'additional resources' and 'bibliography' in their textbook.
- 2. Students find the recommended resources in the library on online.
- 3. Students create a poster using their research.



- 1. Go to google.
- 2. Search for 'multiplying fractions worksheets'.
- 3. Make notes of good ideas.
- 4. Make a worksheet that is suitable for your learners.
- 5. Print the worksheet.



- 1. Go to a photo search engine website.
- 2. Search for photos of different animals Download the photos and print them.
- 3. Students work in groups to classify different animals and identify their different body parts and their functions. Share the video with students using Bluetooth.



- 1. Go to google play on your mobile phone.
- 2. Search for the <u>quizlet</u> app and download it.
- 3. Create a teacher account.
- 4. Create a quizlet.
- 5. Share the quizlet link with students so they can play games to learn key words.



- . The students go to the <u>Myanmar Digital</u> Education Platform
- 2. The students search for the primary geography textbooks and download them in .pdf format.
- 3. The students identify activities in the textbooks for teaching 'Our living area' and 'Myanmar and the World'.

J

- 1. Go to youtube.
- 2. Search for suitable songs or music
- 3. Download the video in MP3 or MP4 format using a video downloading website.
- 4. During the lesson play the music during the appropriate activities. Put the phone in a metal pot to make the sound louder.

2.2.1 Feedback.

Check your answers in Appendix 1 on pages 27 and 28.

PAIR and SHARE

Check your answers on pages 29 and 30 and discuss the questions.

- Have you used any of these types of digital learning resources in your teaching? How many have you used?
- Are any digital learning resources or websites new for you? Make a note of any digital learning resources that are new for you.

2.2.2 - Action plan: knowing what to look for



15 minutes

Look in your subject textbook. Find a learning outcome for a lesson you will teach next week. How can digital learning resources add value to this lesson? Turn to appendix B on page 29. Copy and complete the action plan in your learning journal.



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2.3 Knowing where to look

In the previous section we learnt how different digital learning resources can help TEs achieve different learning outcomes

In this section we will explore **some helpful websites** for finding digital learning resources.

2.3.1 - Where do you look for digital learning resources?



45 minutes

Think about your experiences of looking for digital learning resources. There are many different places we can look for digital learning resources. The most common place to search is on the internet by using a search engine such as google, Duckduckduckgo or Bing. Search engines can be used to search the whole internet. However, we can save time by searching on specific websites for specific content.

THINK

Which websites do you usually use?

Make a list of different places and websites you have looked for resources. You may want to review

www.google.com

www.duckduckgo.com

www.bing.com

www.futurelearn.com

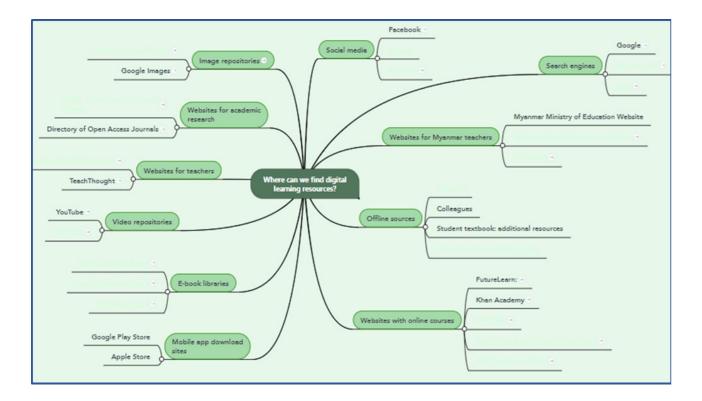
your notes and bookmarks from the previous unit. Some examples are given.

2.3.2 - Creating a mindmap of useful websites



A useful way to organize ideas and information is by using a mindmap. Look at your list from activity 2.3.1, add your ideas on to this mindmap.

If you like, you can create your own mindmap like this one at: https://www.mindmeister.com/



2.3.3 - Exploring other useful websites



In the previous activity you created a mindmap. There were some websites already on the mindmap. Did you explore them?

Here are some other useful websites. Choose 3 websites and check the content, then write them in the correct place on the mindmap.

https://www.bing.com/

https://duckduckgo.com/

http://mdep.moe.edu.mm/index.html

https://www.etekkatho.org/

http://www.aseanoer.net/main.acu

https://www.open.edu/openlearn/

https://ocw.mit.edu/

https://digitallibrary.io/

https://open.umn.edu/opentextbooks

https://english-e-reader.net/

https://www.ted.com/talks

https://www.britishcouncil.org/school-resources/find

https://www.publicdomainpictures.net/en/

https://core.ac.uk/

https://twitter.com

https://pintrest.com

https://www.wikipedia.org/

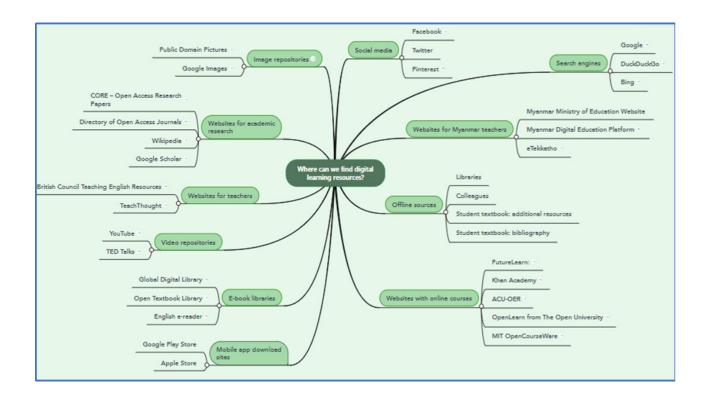
https://scholar.google.com/

Check your answers on the next page.

REFLECT: Did you identify a website that you could use when planning and preparing your lessons? How will you use it?

2.3.3 - Answers.

Check your ideas here: https://mm.tt/1809669453?t=E1X0qvLE3d



2.3.3 – Evaluating useful websites

Search Engines

When we look for information online, we usually start with a search engine. The two most popular search engines are Google and Bing. Duckduckgo is another search engine which emphasizes protecting users' data and privacy.

Social Media

Social media can be a useful place to find resources, however it is not always easy to search social media to find specific information. Social media can be a good place to browse and collect ideas. Be careful though, it is easy for students and teachers to become distracted on social media.

Using offline sources to find digital learning resources

Don't forget about your friends, colleagues, communities of practice and libraries as places to look for useful resources. Asking for recommendations in a community of practice can be a useful way to find a specific resource that can help you achieve your learning outcomes quickly.

Signing up to websites.

Some websites require you to sign up before you can use them. This can be frustrating. You also need to be careful about signing up to websites because they often collect data about you and what you do online. In general, it is only a good idea to sign up to a website if you think you are going to use it regularly. Remember, if you sign up to many websites, it can be a good idea to use different passwords for different websites.....so don't forget your passwords!

International or national?

Most of these links focus on content that is in English. However, there is now a lot of work ongoing across ASEAN countries to provide locally specific and appropriate materials.

In Myanmar, the Ministry of Education has made important moves to increase access to resources, especially with the Myanmar Digital Education Platform (MDEP). There are also important initiatives from NGOs such as **eifl** and the Myanmar **eLibraries** project: https://www.eifl.net/eifl-in-action/elibrary-myanmar-project.

The list of websites in the previous activity on using a teaching and learning website is only a small selection of sites that offer content specifically for teaching and learning. Continue adding to your list or mindmap when you search for resources online, and don't forget to share your findings with your colleagues.

2.3.4 - Consolidating learning.



15 minutes

In the previous activity we explored various websites that we can use to find digital learning resources. Check your understanding by answering these questions.

- 1. Where is the best place to find **videos** for teaching and learning?
 - a. Google images
 - b. Facebook
 - c. Youtube
- 2. Where is the best place to find free to use photos?
 - a. Facebook
 - b. Google
 - c. Public Domain Pictures
- 3. Where is the best place to find an **online course** about inclusive education?
 - a. Facebook
 - b. Future Learn
 - c. Khan academy
- 4. Where is the best place to find a copy of the Grade 4 students' textbook?
 - a. Myanmar Digital Education Platform
 - b. Global digital library
- c. Your EDC library
- 5. Where is the best place to find a recommendation for a **digital learning resource** for your next lesson?
 - a. Google
 - b. Colleagues
 - c. Myanmar Ministry of Education Website
- 6. Where is the best place to find a recommendation for a good **dictionary app** for your phone?
 - a. DuckDuckgo
 - b. Twitter
 - c. Google Play Store

- 7. Where is the best place to look for **international research papers** to help with academic research?
- a. CORE
- b. Facebook
- c. EDC college library
- 8. Where is the best place to find **extra reading** related to your next lesson?
 - a. On the student textbook additional resources page
 - b. Facebook
 - c. Teachthought.com
- 9. Where is the best place to find **new ideas** for how to use **digital learning resources**?
 - a. Social media
 - b. Websites for Myanmar teachers
 - c. Bing
- 10. Where is the best place to look for a **digital learning resource** if you don't know where to look?
 - a. A search engine
 - b. Social media
 - c. Websites with online courses

2.3.4. - Feedback

Check your answers to activity 2.3.4

1= C. Youtube, 2 = C. Public Domain Pictures, 3 = B. Future Learn, 4 = A. Myanmar Digital Education Platform, 5 = B. Colleagues, 6 = C. Google Play Store, 7 = A. CORE, 8 = A. On the student textbook additional resources page, 9 = A. Social Media, 10 = A. A search engine.

2.3.5 - Consolidating learning.



2 15 minutes

THINK: In 2.2.2 you began your action plan. Turn to appendix B on page 29. Complete part two of your action plan.

2.4 Knowing how to look

In this section we will look at how to search.

Many of the websites in the previous activity have a search box. If you can use a search box efficiently, you will be able to find digital learning resources more easily.

The most famous search boxes are on search engines like Google, Bing and Duckduckgo.

Many websites have their own search boxes, and you can use them to search inside a website. For example, if you are looking for videos it is best to use the search box on Youtube. **Using a search box** effectively is a skill. If you practice and reflect you will get better at searching.

2.4.1 - How to use a search box effectively



15 minutes

THINK: Here are some tips to help you use search boxes effectively. Read the text and complete the gaps using the missing words. First work alone, then check your answers with a colleague.

specific	purpose	teacher educator	file format	search terms

Tips

s a	s and tricks for using search boxes				
1.	Identify the most important key words or that will help you with your search.				
2.	Use search terms that are If you use general search terms you will find too many search results.				
3.	If you do not find many results, try less specific search terms. Try to think like other people. Google searches put the most popular pages at the top. If you search for expressions that are only common in Myanmar, for example 'TE' you might not get many results. Try '' instead.				
4.	Think about why you are searching. Thinking about the of your search will help you be more specific. For example, searching for 'digital learning resources' you will find less specific results than searching for 'free digital learning resources for science teachers'				
5.	If you are looking for a special include the format name in your search. For example, for Powerpoints try adding .ppt to your search, or for documents add .pdf.				

2.4.1 - Feedback

Check your answers to activity 2.4.1

1. search terms 2. specific 3. teacher educator 4. purpose 5. file format.

2.4.2 Choosing suitable search terms



10 minutes

THINK and APPLY. In this activity you will apply your learning to choose the best place to search and the best keywords to use.

Read each situation and choose the best options for where to look and which search terms to use.

Purpose of search	Where should they search?	What search terms should they use?
Situation 1 A teacher educator wants to find a mobile app for her student teachers to learn more about Earth and Space Science in Year 1 Semester 2.	 Google Google Play Store Facebook 	 Space Learn about space offline Earth and Space science Year 1 Semester 2 app
Situation 2 A leadership team member wants to update the EDC vision statement	 Google Facebook Youtube 	 EDC vision statement Writing a school vision statement Vision statement for teachers
Situation 3 A teacher educator wants to improve their listening skills in English.	 Google British Council Learn English Facebook 	 Pre-intermediate listening practice Listening English Practice listening

2.4.2 - Feedback

Situation 1: The best place to look for a mobile app is the **google play store.** The best search terms are **option 2.** Option 1 is not specific enough. Option 3 is too specific.

Situation 2: The best place to look for detailed information on a complicated topic is **Google.** The best search terms are **option 2** because it includes the purpose of the search. Option 1 includes 'EDC' which is not an internationally recognized acronym. Option 3 search terms do not meet the purpose of the search.

Situation 3: One of the best places to look for resources to improve your English is the **British Council Learn English website.** Option 1 are the best search terms because they are most specific.

PAIR and SHARE

To practise choosing appropriate keywords for research, Google have created a game. Play the game at http://www.agoogleaday.com/ Who can get the highest score?

2.4.3. Action plan part three: Brainstorming suitable search terms



In activity 2.3.4 you identified the best place to find a digital learning resource to help you achieve your learning outcomes. What search terms will you use to find digital resources? Write three different options that you will try.

Turn to Appendix B on page 30 and copy and complete the questions in your learning journal.

2.4.4 - Skimming and scanning to quickly evaluate search results

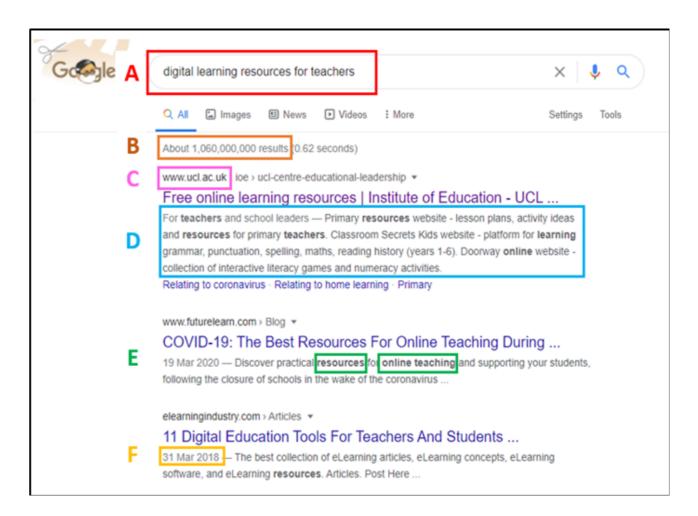


Brainstorming suitable search terms is the first step in effective searching. The next skill to master is quickly evaluating if your search terms were appropriate or not.

The search results page will give you a lot of information. Quickly skimming and scanning your search results will help you evaluate if your search terms were appropriate or not.

Look at this example of a search results page from Google. Match the information to the letters. For example: 1 = A.

- 1. The search terms
- 2. When the website was updated
- 3. Number of results
- 4. Short summary of the website content
- Website address
- 6. Examples of your key words in the website



2.4.4 - Feedback

- 1 = A
- 2 = F More recent websites may be more useful.
- **3** = **B** If you have too many results, your search terms may be too general. If you don't have many results perhaps your search terms are too specific.
- **4 = D** The summary can give you useful information to decide if the website is useful or not.
- **5 = C** The website address can help you evaluate the website quality. In this example www.ucl. ac.uk is a UK academic institution so is likely to be high quality. www.futurelearn.com is a website you should recognise as being a high-quality source of online courses. Whereas elearningindustry.com is likely to be a business that sells education products.
- **6** = **E** Looking at how the key words are used in the website description can help you evaluate if the website is useful or not.

2.4.5 - Using advanced search options



10 minutes

Many search boxes have advanced options. The advanced options can be very useful for finding specific information. You can find the advanced search options by clicking on settings and choosing advanced search.

THINK: Look at the image on the next page of Google's advanced search. Answer these questions.

- 1. Which box will help you find exact phrases? For example, if you want to find who said the words "Tell me and I forget, teach me and I may remember, involve me and I learn."
- 2. Which box can you use to exclude words?
- 3. Which box can you use to find websites about Myanmar?
- 4. Which box can you use to find recently updated websites?
- 5. Which box can you use to find particular file formats?

When you have finished Check your answers on page 24

2.4.5 – Using advanced search options Advanced Search Find pages with... To do this in the search box. all these words: Type the important words: tri-colour rat terrier this exact word or phrase Put exact words in quotes: "rat terrier" any of these words: Type OR between all the words you want: miniature OR standard Put a minus sign just before words that you don't want: -rodent. -"Jack Russell" none of these words: Put two full stops between the numbers and add a unit of measurement 10..35 kg, £380..£580, 2010..2011 numbers ranging from Then narrow your results language: any language ▼ Find pages in the language that you select. ▼ Find pages published in a particular region. region: last update Find pages updated within the time that you specify. Search one site (like wikipedia.org) or limit your results to a domain like .edu..org or .gov site or domain: Search for terms in the whole page, page title or web address, or links to the page you're looking for. anywhere in the page terms appearing: SafeSearch: ▼ Tell SafeSearch whether to filter sexually explicit content. file type: usage rights: ▼ Find pages that you are free to use yourself

Feedback to 2.4.5 - Using advanced search options **Advanced Search** Find pages with... To do this in the search box. all these words: this exact word or phrase: any of these words: 2 none of these words: numbers ranging from: Then narrow your results language Find pages in the language that you select. 3 4 site or domain: terms appearing: anywhere in the page 5 file type: any format Find pages in the format that you prefer. usage rights

2.4.6 - Digital Learning Resource Treasure Hunt



In this section you have learnt how to find digital learning resources

THINK: In this final activity you will apply these skills in four challenges to find digital learning resources that might help you in the future.

Challenge One

• Go to a website with images. Find a photo that best represents your subject.

Challenge Two

• Go to YouTube. Find a video related to your subject that you could use in a lesson.

Challenge Three

• Go to a website with free teacher training courses, and find a course that you are interested in studying.

Challenge Four

• Find a British Council speaking activity for pre-intermediate level about giving instructions. (You might need to use advanced search options for this).

PAIR and SHARE: Compare the resources you have found with your colleagues. Did you use similar websites or different websites.

2.5 Unit 2 Wrap up

2.5.1 - Reflecting on your new experiences of finding digital learning resources



15 minutes

In activity 2.1.2 you reflected on your specific experiences of finding information on the internet. In the previous activity (2.4.6) you used your new knowledge and skills to find more information.

Reflect again on your experiences from activity 2.4.6

What information did you search for?	Where did you search? (E.g which websites did you use?)	How did you search for the information? (what words did you use in your search?)	Did you find the information you were looking for? Was it easy to find? How long did it take you?

26

PAIR and SHARE

Discuss your reflections with a colleague of friend.

- Were you able to apply your knowledge and skills from the unit to improve your searches?
- What have you learnt from this unit that has helped you search for digital learning resources?
- What advice would you give a student teacher who has difficulty finding things online?

2.5.2 Action plan: Digital learning resources you can use



30 minutes

THINK

In section 2 'Knowing what you're looking for' you identified a learning outcome from your textbook that you can achieve with digital learning resources.

In section 3 'Knowing where to look' you identified different places to find digital learning resources for your learning outcome.

In section 4 'Knowing how to look' you identified different search terms you could use to find digital learning resources to achieve your learning outcome.

Use your new skills and try to find 2 or 3 different digital learning resources that will help you achieve your learning outcome. Turn to appendix B on page 30 and complete the final task.

Appendix A 2.2.1. Answers

	What information did you search for?	How will digital learning resources help the Teacher Educator achieve the learning outcome.
2	Practicum Year 1 Semester 1 Unit 4. Lesson study. • Analyse and discuss effective teaching and learning strategies and classroom management strategies to be used across different subjects at the primary level.	 Go to the JICA CREATE youtube channel. Search for a suitable video of a lesson Download the video in MP4 format using a video downloading website. Share the video using Bluetooth with students. Students watch the lesson and analyse the learning strategies they see.
3	Sciences Year 1 Semester 1 Unit 3.1.5: The animal kingdom. • Describe the variety of animals and the classification of animal kingdom. • Identify different body parts of animals and their functions	 Go to a photo search engine website. Search for photos of different animals Download the photos and print them. Students work in groups to classify different animals and identify their different body parts and their functions.
4	Teacher Educators Professional Development Goals • Use a wide range of strategies and techniques to create an inclusive classroom.	1. Go to a website with free teacher training courses 2. Search for inclusive education courses 3. Choose a suitable course
5	Maths Year 1 Semester 1 Unit 3.1.8 Multiplying fractions. • Multiply fractions and whole numbers; • Multiply fractions with fractions;	 Go to google. Search for 'multiplying fractions worksheets'. Make notes of good ideas. Make a worksheet that is suitable for your learners. Print the worksheet.
6	Physical Education Year 1 Semester 1 Unit 3.1.1. Singing and dancing. • Demonstrating basic singing and dancing skills at primary level 1. • Demonstrate some key basic skills of singing and dancing	 Go to youtube Search for suitable songs or music. Download the video in MP3 or MP4 format using a video downloading website. During the lesson play the music during the appropriate activities. Put the phone in a metal pot to make the sound louder.

Appendix A 2.2.1. Answers

V	What information did you search for?	How will digital learning resources help the Teacher Educator achieve the learning outcome.
	All subjects, all textbooks. Learn 10 key words from the student teacher textbook glossary.	 Go to google play on your mobile phone Search for the <u>quizlet</u> app and download it Create a teacher account. Create a quizlet Share the quizlet link with students so they can play games to learn key words.
8	Cocience Year 1 Semster 1 Unit 2.2.3 Learning from famous scientists. Discuss famous scientists and their contributions to Science Discuss famous Myanmar scientists and their work	 One student opens a google doc. The student sends the google doc link to their groupmates. The teacher educator suggests trusted websites where students can find reliable information about famous scientists. The students work with their group to create a google doc together.
9	Gocial Sciences Year 1 Semester 1, Unit 2.6 Learning and teaching geography Give examples of learning activities suggested in the primary Textbooks and Teacher Guides for teaching of the 'Our iving area' and 'Myanmar and the World' strands.	 The students go to the Myanmar Digital Education Platform The students search for the primary geography textbooks and download them in .pdf format. The students identify activities in the textbooks for teaching 'Our living area' and 'Myanmar and the World.'
	All subjects, all textbooks. Discuss end of unit review questions.	 Students read and reflect on the end of unit reflection questions. Students work in groups to discuss the questions and record a 5-minute MP3 of their discussion using their mobile phones. Students share their recording with their teacher with Bluetooth.
10	All subjects, all textbooks. Choose a topic from the textbook that nterests you. Research the topic and create a poster.	 Students look at the 'additional resources' and 'bibliography' in their textbook. Students find the recommended resources in the library on online. Students create a poster using their research.

Appendix B Action Plan

2.2.2. Action plan part one: knowing what to look for

In this section you have reflected on your experience of finding digital learning resources and reviewed some different ways we can use digital learning resources in Myanmar.

Look in your subject textbook. Find a learning outcome for a lesson you will teach next week. How can digital learning resources add value to this lesson?

2.2.2.	Knowing what to look for		
What is you	What is your learning outcome?		
What type of	of digital learning resource will you use? (e.g., photos, videos, games, etc.)		
	,		
How will the	e digital learning resource help you achieve your learning outcome?		

Copy the table below into your learning journal and complete the questions.

2.3.5. Action plan part two: knowing where to look

In part one of your action plan, you identified how a digital learning resource can help you achieve a learning outcome.

In this section you have explored many different websites we can use to find suitable digital learning resources. Which website will you use to help you find an appropriate digital learning resource?

Copy and complete the question below in your learning journal.

2.3.5.	Knowing where to look
Where can you find suitable digital learning resources to achieve your learning outcome?	

2.4.3. Action plan part three: brainstorming suitable search terms

In part two of your action plan, you identified where to look for your digital learning resource.

In this section you have learnt how to write appropriate search terms. Apply your learning by copying and completing the table below.

2.4.3.	Brainstorming suitable search terms		
	What search terms can you use to find your digital learning resources? (write three different options)		
Option 1:			
Option 2:	Option 2:		
Option 3:	Option 3:		

2.5.2. Action plan part four: digital learning resources you can use

In part three of your action plan, you identified different search terms you can use to find your digital learning resource.

In this section we have explored how to skim and scan to evaluate search results, and how to use advanced search options for more specific searches.

Now it is time to apply your learning from throughout the unit to find digital learning resources that will help you achieve the learning outcome you identified in action plan part one.

Go to the website(s) you identified in action plan part two.

Use the search terms you wrote in action plan part three.

Copy and complete the table below in your learning journal. Try to find three different digital learning resources you can use to achieve your learning outcome.

2.5.2.	Digital learning resources you can use	
Which digit	Which digital learning resources did you find? (write three different options)	
Option 1:		
Option 2:		
Option 3:		

In unit 3 you will learn how to evaluate digital learning resources.



Implemented by:









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