Towards
Results in
Education &
English

FINDING AND EVALUATING DIGITAL RESOURCES

UNIT 6: DEVELOPING POLICIES FOR DIGITAL RESOURCE USE

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Unit 6: Developing policies for digital resource use

Overview

This is the **sixth 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.

This unit is aimed at the Leadership Teams, ICT Teacher Educators and key Teacher Educators who are responsible for policy development in the 25 Education 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)**

The aim of this sixth unit is 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.

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.

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Working alone or with colleagues

This unit is designed for self-study. The answers are after each activity, and additional resources are at the end of this unit.

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.
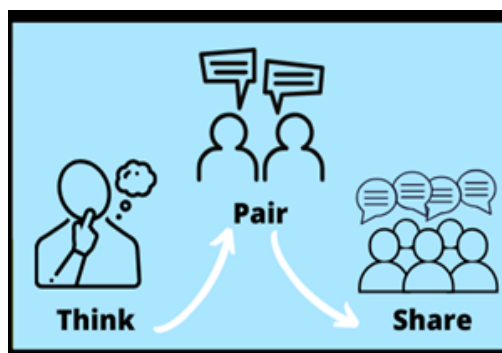
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Learning outcomes

At the end of this unit you will be able to:

1. identify how you can use digital resources for the overall development of your EDC
2. develop a policy for use of digital resources for your EDC
3. make an action plan for developing a digital resources policy for your EDC.

Pre-learning: Key vocabulary in this unit

Vocabulary Item	Definition	Myanmar Translation
opportunity (n)	A chance or possibility to do something. E.g. You will have the opportunity to ask questions after the presentation.	
convenient (adj) convenience (n)	If something is convenient, it is quick and easy to use. E.g. One convenience of mobile phones is that we can use them anywhere.	
priority (n)	Something that is more important than other things and we need to do first. E.g. Reviewing the topics we covered this semester is a priority if we want our student teachers to do well in the exams.	
capacity (n)	The ability to do something. E.g. Do the TEs in your EDC have the capacity to deliver online classes with Zoom?	
readiness (n) ready (adj)	The state of being ready or prepared for something.	
to address (v)	When we address an issue, problem or challenge, we work to solve it.	
policy (n)	An official, written, accepted list of rules or a guide for staff members. E.g. We need to write a policy for all TEs and STs on the use of digital resources at our EDC.	

Vocabulary Item	Definition	Myanmar Translation
framework (n) vision (n) action plan (n)	The basic structure or supporting ideas of something. E.g. You can find the MoE CPD framework in Appendix A of this module.	
	A clear, overall plan about the future. E.g. Our vision is to support all EDC staff so they can use digital resources for online teaching and learning.	
	A list of tasks that you need to do to complete a project or objective. For example, your action plan gives you the practical steps you need to achieve your EDC vision.	

6.1 Using digital resources in your college

This is the last unit in our module on Finding and Evaluating Digital Resources.

As you worked through the units, maybe you have thought of different ways that digital resources can benefit your college. Now, we would like you to spend some time considering how to take advantage of the possible benefits of digital resources to give you better outcomes in the teaching and learning at your EDC.

The use of digital resources and ICT are a feature of the MoE CPD framework (see Appendix A). This will be a key part of the new NESP (National Education Strategic Plan). So it is essential that you make sure that you EDC is clear about how your staff and STs will be able to use digital resources and ICT.

The focus in this unit is on reflection and planning: we will ask you to think about some questions regarding practices and policies in your EDC. We hope this will help you and your teams to achieve the best possible results with digital resources.

Use the "Word Cloud" below to give you some ideas. Make a list of the most important

opportunities for your EDC. Write your list in the box below or use your learning journal.

Create your list with your colleagues. If possible, share your list with someone from another EDC. Discuss these questions together.

- Do you have the same things in your lists?

- If you wrote different things, why is this?

- Read the text box below: Activity 6.1.1: Opportunities – DISCUSSION. Are there any ideas from the text that you would like to add to your list?

Opportunities of digital resources at your EDC

Activity 6.1.1: Opportunities - DISCUSSION

There is not one correct set of answers for this question. The situation in each EDC is unique: but you may still learn from others' experience.

In many cases, your opportunities may be connected to aspects like convenience, timesaving and cost. You may also think about opportunities connected with the quality and standards of learning that digital resources can provide.

Also, there is the important question of access. Digital resources can sometimes provide opportunities to include certain learners who might not have another chance to be involved in the learning process. Some educators on your staff may also have access needs: so, digital resources may sometimes make their job easier. The importance of these factors will depend on your own context: the current situation in your EDC and what you are aiming to achieve.

It is good to think of resources as tools: they can help you do certain jobs. Being clear about the job you want to do will help you think about the tools you need and the tools that can help you. As you know, this can change over time. New jobs can arise and new tools can often become available. This is especially true with digital technologies: for this reason you may want to review your list of opportunities with your colleagues from time to time.

Activity 6.1.2: Where are we now?   30 minutes

Your readiness for using digital resources

Work as a group in your leadership team for this question.

You have identified possible opportunities for your college. Now, it will be helpful to reflect on your readiness as an institution to use these opportunities. Please think back over the content of this module and consider which skills and knowledge will be important for you and your staff in future.

Look at the table below: it is a list of the main topics in the five previous units.

If you want to make the most of digital resources, it will be helpful to consider your college's *current level of capacity* in each area. In other words, is your EDC ready with the skills and knowledge you need if you want to take full advantage of the opportunities?

Score	Key
1	**Not ready:** we don't understand this yet, and we don't do it
2	**Somewhat ready:** we are starting to understand this, and we are learning how to do it
3	**Nearly ready:** we are doing this, but we still need to learn more
4	**Fully ready:** we are strong in this area and we can support other colleges

Now, think about this question: ***How ready are we, as a college, to achieve our goals in this area?***

In the **Evaluation table** below, give your EDC a score between 1 and 4: the key in the table above explains how to select the score. Add reasons and examples to explain your answers.

Evaluation Table		
Skills and knowledge in digital resources	**Readiness:** 1 - 4 (see table above)	**Reasons**
a) Understanding benefits of digital resources		
b) Knowledge of different types of available digital resources		
c) Accessibility and inclusiveness with digital resources		
d) Searching and finding digital resources		
e) Evaluating and selecting suitable digital resources		
f) Using found resources appropriately: copyright and license		
g) Adapting digital resources according to needs		

After you complete your table, discuss these questions in your team.

- Is it easy to evaluate your college's capacity in all the areas? Why/Why not?

- Do your answers suggest any areas of capacity that your college needs to develop?

Activity 6.1.2: Where are we now? DISCUSSION

We hope you found this activity helpful. As you know, making changes in your institution means having a level of skills and knowledge as well as motivation within the staff. Of course, some of this capacity can be developed through learning "on the job", while you and your colleagues are engaged in tasks.

For example, we hope that doing some of the activities in previous modules helped you to find and evaluate certain resources that are genuinely useful for teaching and learning in your EDC! You or your colleagues may have adapted some resources so they are more accessible and easier to use for certain learners.

Of course, not all members of staff can develop the full range of skills and knowledge to cover all tasks and activities. Also, not everyone needs to have all the skills. In planning to develop capacity, you will want to consider where - for which jobs, and by whom - the capacity is most needed. You will also need to consider how to make sure that colleagues can share their capacity and support each other.

This leads us to think about priorities for development. You and your colleagues may already be thinking about the areas in which it is most important to make changes within your EDC in general. So, as you go on now to think about your plans and policies for use of digital resources, it is good to keep in mind this "big picture" of your institutions' overall priorities.

Activity 6.1.3: Planning for development   20 minutes

Work in pairs for this task.

In this activity, we ask you to think about plans and priorities for development in your Education Degree College. This will help you match the opportunities you identified in Activity 6.1.1. with specific things you want to achieve from Activity 6.1.2.

Answer the questions in the table below, thinking specifically about your own EDC. Write notes in the column on the right or use your learning journal.

Questions for reflection	Answers
What are your EDC's main priorities for development in the next five years?	
What challenges might you face when working towards these priorities?	
In what ways can digital resources support you in addressing these priorities and challenges?	

Now share your ideas with the rest of your leadership team. If you want, also talk to your ICT TEs and other key staff at your EDC. Discuss these questions together.

- Are your priorities similar or different?

- Are some of the challenges easier to address than others?

- Was it easy to think about how you can use digital resources? Why/why not?

Activity 6.1.3: Planning for development - DISCUSSION

Clearly, the use of digital resources is just one part of a bigger picture of your plans for developing teaching and learning in your college. When thinking about your priorities, you may have considered official, national level frameworks and guidelines such as the national EDC curriculum and national CPD Framework for EDCs.

For example, the CPD Framework mentions digital resources within the context of Professional Development Programmes (see Appendix A), with the following as a possible activity:

Co-creating ICT materials and digital resources and sharing among EDCs.

This is just one example of an activity that your EDC might consider important for its development. If so, you might be especially interested in skills areas such as adapting resources and understanding copyright issues.

However, you may find that digital resources have a much wider role across these frameworks, supporting many subject areas and not only in achieving special ICT-related objectives. Again, it is useful to think of the resources as tools to help you do a job: your priorities for development and changes will help you plan the jobs for which you need the tools.

6.2 Developing policy

In the previous section, you identified some of the challenges you face as a college. Maybe you are thinking how to solve some of these challenges using digital resources.

Now, we ask you to think about what you may need to consider when using digital resources in all different aspects of your college's activities. Then you can begin to develop some guiding principles, or rules, for how you might address these challenges. These guiding principles will form the basis for your EDC policy on the use of digital resources.

Activity 6.2.1: What to include in a policy　　　　　　🕑 **15 minutes**

Work on your own for this part of the task. In this activity you will think about what to include in a policy on the use of digital resources at your EDC. You might want to think of this as a set of questions to ask yourself and your team.

Write your ideas in the box below or in your learning journal. There are a couple of example questions to get you started.

What can we include in a policy for digital resource use at our EDC?

- Where would we store the digital resources?

- How do we ensure the quality of the digital is the right standard / quality?

Now share your list with your leadership team. Discuss these questions together.

- How similar are your lists?

- Do you agree or disagree with any of the items? Why?

- Can you agree on a single list for your whole leadership team?

When you finish, you will find some suggestions in the discussion section on the next page.

Would you like to include any of these suggestions in your list?

Activity 6.2.1: What to include in a policy for digital resource use at your EDC

You may have thought of a long list of questions. There is no right or wrong answer as the questions you need to ask are specific to your own college. However, there are probably some key questions that you may want to address:

- How do we evaluate the quality of the resources?
- How do staff and students access the resources?
- How do we store and catalogue resources?
- How do we make sure resources stay relevant if the curriculum changes?
- How do you make sure that everyone can access the resources (if they don't have internet access or have specific learning needs)?
- How do we collect digital resources? (find / create / adapt)
- What do we do if an author wants you to stop using a digital resource they created?

Activity 6.2.2: Understanding the challenges   30 minutes

Work together as a leadership team for this task.

We hope you now have a clearer idea of some of the challenges in creating a policy for digital resource use at your EDC. Let's look at them in more detail. This will help you understand how you can address any issues for your EDC.

Take one of the questions you identified in Activity 6.2.1: "What to include in a policy" and answer the question using the four prompts (1-4) on the next page.

1. Why – Why is this issue important? What will happen if you don't address this issue?

2. How – How will you address this issue? What actions will you take?

3. Who – Who is responsible for the actions in your "How" question? (Maybe this is an individual, a group or the whole EDC).

4. When – When does this activity take place? How often?

Complete the table below or make notes in your learning journal to answer **at least one** of the questions from Activity 6.2.1. You can see a completed example on the next page.

If you have time, try to answer more than one of the questions you identified.

	Your Question *e.g. How do we assess the quality of the resources?*
Why	
How	
Who	
When	

Activity 6.2.2: Understanding the challenges - DISCUSSION

We hope you were able to write something for each of the prompts. You may find that this activity made you think of even more challenges! If so, add them to your list.

In addition, as you think about each challenge, you may find technical issues and solutions. So, it is important to review and update the challenges on an on-going basis.

For each challenge, remember to keep in mind inclusion and how you can ensure that everyone has equal access and an equal experience to digital resources at your EDC.

You can come back to this activity and continue to review it with colleagues, or on your own, addressing all of the challenges that you identified.

Activity 6.2.2: Understanding the challenges – Example question and answers

	How do college staff and students access the resources? (How do you store and catalogue resources?)
Why	It is important that everyone has access to the resources if they are central to teaching across your college. If students do not have access to the resources, this may reduce the educational experience. If teachers do not have access to the resources, this may make it difficult for them to teach in the way they wish. Overall, not providing access to digital resources to all staff and students reduces the possibility of access and inclusion.
How	We will ensure that all resources are made available online via a central website. These resources will also be available on a computer at our EDC for TEs / STs who do not have an internet connection. All staff and students will have access to this computer via the local WiFi on the college site. Resources will be made available to download and provided on USB sticks: this is for staff and students who are not on the EDC campus, and who do not have access to the internet.
Who	The college's ICT department will be responsible for monitoring use and access to the resources. They will do this through feedback from staff and students. They will also monitor the statistics from the computers containing the resources.
When	We will do monitoring of the statistics every month. Feedback from staff and students will be ongoing, but we will do a yearly survey to get more structured feedback. The ICT department will report back to the leadership team every term.

6.3 Policy framework

It is useful to think about all of the challenges you identify when developing a policy for your EDC. This will help you to form an overall vision for the use of digital resources at your college. Your vision will help staff and students understand how it will support them.

In this section, you will write a short summary of your policy and consider the steps you need to take to produce a framework for your EDC.

Activity 6.3.1: A policy vision   ⏱ 60 minutes

Work with your leadership team for this task. It is best if you can finish your work on this unit with one clear plan of action that you can agree on as a team.

When you have a clear vision for digital resources in your EDC, you are ready to start developing your whole policy for digital resource use. It will take some time to complete, a lot of different people may be involved, and you may need to find more information.

As the final stage in this unit, we ask you to plan your next steps by developing an **action plan**. Look again at the ideas you wrote down in the previous activities. We suggest that the aim of your plan is to decide:

- What different actions do you need to take?

- How will the actions be carried out?

- When will each action be completed?

- Who is responsible for each action?'

Perhaps you have made many action plans before and you may also have developed policies for your EDC before. In fact, it's possible that your college already has a policy about how to write policies. In this case, please follow any normal processes and procedures that you feel comfortable with for your EDC.

Complete the suggested table below or choose another format if you want.

Sample Action Plan: developing a digital resources policy

What we need to do	How to do it	When?	Who will do it
Discuss the purpose of a digital resources policy with staff	Simple questionnaire Call a meeting (or series of meetings)	**By end of month ......**	**Leadership team**

You can find more discussion about this and sample answers on the next page.

Activity 6.3.1: A policy vision - DISCUSSION

You may not have much time to work on your plans or your policy in detail. What is most important is that you and your colleagues are clear about what your next steps will be. You may also want to feel confident that your learning about digital resources will have clear outcomes. So, perhaps it is a good idea to have one more look at Activity 6.3.1: A policy vision so you can create a clear action plan for your EDC.

You don't need to feel under pressure to write a detailed plan now. If you have just one or two clear steps to take your planning forward, then that is a good start.

Good luck!

Activity 6.3.1: A policy vision – Sample answers

Sample Action Plan: some suggestions

What we need to do	How to do it	When?	Who will do it
Discuss the purpose of a digital resources policy with staff Review and revise draft vision paragraph	Simple questionnaire Call a meeting (or series of meetings) Share paragraph: discuss with Leadership Team Departmental meetings	By end of month …… …… …… ……	Leadership team …… Subject leaders ……
Find out what type of digital resources staff already use Make list of questions/ challenges to be addressed in the policy	……		
Agree on other content of the policy: e.g. does it include guidelines on training, on communication plans? ……			

Final discussion: Digital literacy and digital resources

We have now come to the end of the last unit in this CPD module on *Finding and Evaluating Digital Resources*. We hope the module has been helpful to you and your colleagues and that you will want to continue exploring the possibilities that these resources can offer.

Use of digital resources is only one part of *digital literacy,* which is a much wider area of skills and knowledge. There may be many other aspects of digital literacy that are important for development in your EDC. We hope to meet you again soon to explore these together.

Unit 6: Wrap up

Check your learning: Exit card

Think about what you have learnt in this unit. Can you answer these questions? Use the box below or write the answers in your learning journal. The answers are on the next page – don't look yet!

1. It is important to review and possibly change your EDC action plan regularly as new digital resources become available. **TRUE / FALSE?**

2. Name **two** questions you should ask when you decide what to include in your digital resources policy for your EDC.

3. Look at the points you should consider when you write a policy for digital resources in your EDC (a – c). Which points are **important** and which are **not important?**

a) What are your EDC's main priorities for development in the next five years?

b) What challenges might you face when working towards these priorities?

c) In what ways can digital resources support you in addressing these priorities and challenges?

4. When you develop your action plan and policy vision, which question word is **NOT** mentioned here? Why / How / Who / Where / When

Unit 6 Wrap up - Your answers

Unit 6 Wrap Up – Exit Card answers

Q1.

- TRUE. In Activity 6.1.1, we looked at the importance of checking and possibly changing parts of your action plan for digital resources as new software and new jobs are created. You may choose to do this every term, every 6 months or every year. How often you review your action plan is a decision for your leadership team.

- You can use the "Why, how, who, when?" questions in Activity 6.2.2: *Understanding the challenges* to help you focus on the areas that your EDC will need.

Q2.

- In Activity 6.2.1: *What to include in a policy* we looked at some of the questions you can consider about your EDC. Here are some examples for you:
    - How do we evaluate the quality of the resources?
    - How do staff and students access the resources?
    - How do we store and catalogue resources?
    - How do we make sure resources stay relevant if the curriculum changes?
    - How do you make sure that everyone can access the resources (if they don't have internet access or have specific learning needs)?
    - How do we collect digital resources? (find / create / adapt)
    - What do we do if an author wants you to stop using a digital resource they created?

Unit 6 Wrap Up – Exit Card answers (continued)

Q3.

- All of the priorities listed are important ☺ . Look back at these key questions and the discussion box in Activity 6.1.3: *Planning for development* to help remind you.

Q4.

- "Where" is not mentioned in this unit. It is clear that the location (Where) is your EDC, so it is not mentioned. However, you may want to think about this question as well in your policy planning. It might be important to consider where there is access to WiFi, computers or electricity sockets in the rooms at your college, so you may want to think about this question as well.

- In Activity 6.2.2: Understanding the challenges, we looked at the four main questions ("Why, how, who, when?") you can use to develop an action plan and policy for the use of digital resources at your EDC.

Well done! You have now completed Unit 6: Developing policies for digital resource use.

Appendix A

Extract from: Continuous Professional Development Framework for Education Colleges in Myanmar - Ministry of Education 2020

3. PROFESSIONAL DEVELOPMENT PROGRAMMES

3.6. ICT Skills Development

As with the English language, the development of ICT skills is equally important for categories of staff, although the specific skills needed in each area may differ according to the staff members roles and functions. The use of ICT is an integral part of the delivery of the new four-year EC curriculum. Most TEs are at the technology literacy stage 3 which is inadequate for using ICT effectively in classes, so upgrading their ICT skills is essential. Management and administrative staff members also need to upgrade their ICT skills for their specific job functions. ICT TEs receive five days of training on the effective use of ICT in teaching and learning annually. A manual has been produced which covers word processing, spreadsheets, presentations and on-line communication tools. It is important for staff to be able to use various types of devices for ICT, including mobile phones as well as computers. Activities and mechanisms to improve ICT proficiency of EC staff will include, but are not limited to, the following:

- ICT proficiency training for TEs to use in teaching and learning, including advanced level

- ICT courses for those who have completed the basic courses

- ICT proficiency training for management and administrative staff, including courses and support tailored to enhance the ICT skills for specific functions of different members of staff

- Training for ICT TEs and other TEs on media and information literacy and ICT pedagogy integration

- Promotion of the use of the Basic ICT Literacy Training Manual by EC staff

- Orientation on media and information literacy (MIL) to foster critical thinking and to promote peace and sustainable development

- ICT clubs and classes facilitated by ICT TEs and other staff members proficient in ICT skills

- Modelling, mentoring and coaching by proficient ICT users

- Co-creating ICT materials and digital resources and sharing among ECs

3.5. Upgrading English Language Skills

'Many of the resource materials for delivery of the EC curriculum are in English, and the final two years of the degree course are to be delivered in English. Senior managers need a high level of English proficiency to provide leadership for a programme in which English is a medium of instruction, to access outside resources and to learn from international sources.'

5. DELIVERY APPROACHES AND TECHNIQUES

5.2. Delivery Approaches

'... 2. ICT assisted learning: *For most of the approaches, the effective use of ICT will greatly enhance the learning and sharing of learning. On-line learning will over time become one of most common modes for CPD inputs from outside the ECs, usually combined with other approaches such as self-study and peer sharing and learning. Courses will be developed so that they can be available as needed. The e-libraries in the ECs will be used for self-study and to support on-line learning and peer sharing within and across ECs. Web and smartphone versions are available. The e-library contains teaching and learning resources supplementary to the new four-year curriculum. Gradually TEs will also share tailor-made teaching and learning resources through the e-library for access across ECs. '*

4. PRINCIPLES AND STRATEGIES

4.3. Implementation Strategies

4. Establishment of cluster system for ECs in the same geographical area: Through this system, ECs will join together for some CPD activities. It will involve joint planning as well as sharing of resources and knowledge and include physical and virtual meetings. The cluster system will be established within the first year of implementation of the CPD framework.

5. DELIVERY APPROACHES AND TECHNIQUES

5.3. Delivery Techniques

8. **Classroom and school observations:** TEs observe the classrooms of colleagues in ECs and partnership schools to view innovative teaching practices and expand and refine their own pedagogy. Principals, other managers and administrators also benefit from visiting other ECs to view the facilities, to explore alternatives for organising resources and to discuss leadership, management and administration strategies with the hosting EC.