

# Erasmus+ 1st virtual mobility – Day 1 report

The Directorate for Digital Literacy and Transversal Skills (DDLTS) within the Ministry for Education (MFED) in Malta is currently the leading partner in a virtual mobility Erasmus+ project which in conjunction with partner countries from the United Kingdom and Belgium are collaborating together.

The theme of the project is ***Developing Digital Competence: A Multi-national Exchange of Technological Innovation in the Classroom.***

The project's main aim is that to attain the: exchange of innovative practices in a digital era with a goal so that more educators embrace innovate pedagogies. Subsequently students will experience more opportunities in using technology in a meaningful learning environment.

The project was officially initiated on **30<sup>th</sup> March 2021** when Malta organised the first virtual mobility in a series of collaborative meetings which the programme scheduled for these to be carried out throughout the project's lifetime.

The host organising this first meeting was Dr Rose-anne Camilleri who also is the eTwinning coordinator in Malta. After her brief introduction to this first online meeting amongst the project stakeholders, she went on to invite the Director for DDLTS, Mr. Grazio Grixti to convey his inaugural speech for this online collaborative meeting.

Following the official opening and launch of the project, all online participants were cordially invited to login to attend to their pre-scheduled parallel workshops. The following is a brief outline of what was covered up in Workshop 3 with input from the three speakers.

- *Workshop 1 – Digital literacy Primary Schools Team*
- *Workshop 2 – Digital literacy Secondary Schools Team*
- *Workshop 3 – Digital literacy – other initiatives*

**Digital Literacy Website**  
[digitalliteracy.skola.edu.mt](http://digitalliteracy.skola.edu.mt)

## **Workshop 1 - Digital Literacy Primary Team – Role & Support Education Officer : Keith Aquilina**

Empowering learners to succeed as global digital citizens

By upskilling educators' digital competence and students' digital competence

The team supports schools in :

### **Digital Literacy across the curriculum**

- ▶ Best use of Resources
- ▶ Focus on pedagogy not on technical issues
- ▶ Professional Development Sessions
- ▶ School Development Plans
- ▶ eTwinning & EMBED participation

- ▶ Curriculum Time

### **The One Tablet Per Child initiative:**

- ▶ Learn anytime anywhere.
- ▶ Every student to have access to digital technology tools.
- ▶ To help reduce the ESL rate through immediate monitoring and better assessing the core indicators of the basic educational skills.
- ▶ The pedagogical use of digital technologies to support and enhance learning and teaching.
- ▶ 15,000 tablets were distributed amongst students, educators and other stakeholders.

### **Family Coding**

- ▶ Family Coding is a series of workshops in which children in year 4, 5 and 6 are introduced to coding together with their parents

### **Malta Robo League STEAM initiative**

- ▶ Identify a real world problem related to the theme **Climate Change**. Research the problem to develop a possible solution.
- ▶ Teams build a representation of what they are researching, animating their creation through the use of a robotic/electronic model.
- ▶ Finally prepare a presentation to share your project with others during MRO!

### **Internet Safety / Cyber Security**

- ▶ In collaboration with the MCA & Cyber Security Malta, these events provide students with the skills to 'be smart online' and inform them of the procedure to stay safe when browsing the web.

### **EU Code Week**

- ▶ A grass-root movement run by volunteers – the [Code Week Ambassadors](#)
- ▶ Supported by the European Commission
- ▶ Anyone who organises coding events adds their event to the [events.codeweek.eu](https://events.codeweek.eu) map

### **Hour of Code & Code Clubs**

- ▶ During coding activities, children and adults alike have the opportunity to lay their hands on various introductory coding sessions such as Scratch, robotics and Python amongst others.
- ▶ Code Clubs provide a comprehensive selection of coding activities and turn imagination and technology into a productive skill.

## **Digital Literacy across the Curriculum**

### Educator Digital Literacy Support Programmes

- ▶ Early Years:  
Use of Technology to Enable Learning
  
- ▶ Year 4, 5 and 6:  
Creative Use of Tablets  
Collaboration in the Classroom  
Computational Thinking
  
- ▶ Available digital tools in Primary schools  
IFPs, IWBs & AIOs  
Tablets (Yrs 4, 5 & 6)  
Bee-Bots, Constructa-Bots, Pro-Bots  
Lego Story Starter, Lego WeDo s  
Easi-speak, Easi-scope, Easi-view, talking photo album, light table
  
- ▶ Support Programmes for Educators & Senior Leadership Teams:  
Curriculum mapping  
Needs Analysis
  
- ▶ Continuous Professional Development
  
- ▶ DL Support Team provide model teaching & co-teaching as part of its service. Class teachers remain in class during these activities and participate actively to maximise the benefits of these sessions.

## **Workshop 2 - Digital Literacy Secondary Team – Role & Support Education Officer: Dr. Omar Seguna**

Supporting Students in secondary schools (ages 11-16) using technologies in a meaningful way. Assisting them as regards to how to manage their learning.

### **Safer Internet Day**

- ▶ Ensure the safety of our students when they are online. Help them work in a safe environment.
- ▶ School Activities in Malta – Over 93, More than one Safer internet Day Activity per school.
- ▶ Videos on Website – [digitalliteracy.skola.edu.mt](http://digitalliteracy.skola.edu.mt), made with the collaboration of various teachers.
- ▶ Effort to promote tools against hate speech - SELMA toolkit. Video and lesson plan.

### **EMBED AWARDS**

- ▶ Well attended activity each year, this year was online.

- ▶ Importance of participating (not winning).
- ▶ Integration of digital tools - Students use technology to enhance teaching and learning in various subjects. Not simply a focus of using ICT.
- ▶ Usually we have parallel workshops going on through the awards. This year Dr. Perry delivered an academic overview of research findings.

#### FAQs

- ▶ Boost our online presence by implementing an FAQ section on our website.
- ▶ The idea being: We gathered the most frequently asked questions asked by educators and students during the pandemic, and we tried to answer them through the FAQ.
- ▶ Users can browse through the FAQ articles by browsing through the questions.
- ▶ They can also do a keyword search to quickly bring up articles.
- ▶ They can also browse by two categories, articles for Students and articles for Educators.
- ▶ Most articles answer questions through recorded videos.

#### 360 Videos

- ▶ There are a number of videos that we produced for students and teachers.
- ▶ We worked with History Teachers to find locations that were of particular interest and in line with the subject Syllabi.
- ▶ We used a 360 Camera mounted on a monopod stand to shoot the videos.
- ▶ We recorded voice over narration over the videos.
- ▶ They allow students to visit historical sites (Mdina) through 360 Videos.
- ▶ Videos can be viewed through a VR headset for a more immersive experience.
- ▶ One can find them here: [Malta 360 videos – Digital Literacy Malta \(skola.edu.mt\)](http://skola.edu.mt)

### **Workshop 3 - Digital Literacy – Other initiatives**

**eTwinning** presented by- Dr Rose-anne Camilleri – Education officer Digital Literacy & eTwinning Coordinator

She emphasised the collaboration and networking eTwinning provides to educators from European schools and beyond. Through such collaboration and networking eTwinning essentially provides the right space where learning and the sharing of experiences can all come together to the benefit of all those participating. In no lesser importance there is also exposure to the diverse cultures participants bring along with them, which again eTwinning serves to promote tolerance, learning to appreciate the beauty diversity offers as well as the promotion of peace which all these aspects together contribute immeasurably towards the betterment of digital citizens. All this is part of the learning process which participating students collaborating in eTwinning will come to acquire through such first hand experiences. To this end, eTwinning acknowledge deserving schools by bestowing them with the eTwinning Quality Label as well as recognising high quality projects with the National /European Quality Label.

## **SELFIE** presented by Vincent Carabott Education Officer Digital Literacy

This session featured the feedback tool SELFIE which all schools have free access to use throughout the the 3 semesters of the scholastic year. The acronym stands for Self-reflection on Effective Learning by Fostering the use of Innovative Educational technologies. Through this tool, schools are (scientifically) equipped to analyse their true performance, in how adequately are they preparing their students to attain the right competences for them to face 21st Century challenges? In this regard SELFIE goes on to analyse the students, the teachers, and the senior leadership team, encompassing the school as a whole, while it provides it with a snapshot of the state of level digital literacy is in, in a given time. The tool goes on to analyse levels of leadership, collaboration and networking, infrastructure and equipment, continuous professional development, pedagogy, assessment and in final, the level of digital competence students have. This comprehensive assignment presents the school with valuable metrics upon which the school can plan, to objectively change course, improve on what is already doing right and to equally address any identified gaps. Furthermore, SELFIE provides schools with 10 customisable questions. Thus, a school that feels strong to know more about some digital aspect that wish to address and to take action/s or initiative/s on, the option exists for the acquisition of that knowledge through purposely utilising this part of the tool. In addition, the tool also provides an inbuilt feature for a school to acquire an instant comparison of the current result to a previously attained one, and where this provides a clear picture where improvements have been made or where the school attained same level of equal or inferior performance. Schools have the added advantage to decide when throughout the scholastic year they decide to take such feedback which is all available online, is anonymous and above all the data provided during the registration process as well as the school report are all secured and inaccessible, utilising EU servers.

**Digital Citizenship Education (DCE).** Ms Wendy Decelis Head of Department (HoD) for Digital Literacy.

She highlighted the pervasive use of ICTs which is providing a new world of citizenship challenges and opportunities which in pre-digital times were inexistent and are increasingly proving difficult in distinguishing between behaviours when being online or offline. This necessitates the acquisition of competences to help young people learn how to navigate this world of technologies in a safe positive manner for the good of society. In this regard schools need to create the right environment where students will become more aware of how to use digital technologies for their own benefit but in equal and full respect towards others when encountering diverse situations that may prove to be challenging for them. In this way students will learn to become deserving active citizens that can contribute to the well being of society at large. For this to be realised this will entail a whole school approach where students will go on to experience the positive use of technology across curricula through their exposure to authentic learning situations that will require of them to think, act responsibly and take responsibility for actions which can be less forgivable, but contrary to real life, presented in a learning situation are forgivable enough for one to return to a safer path without incurring hard consequences. Through such authentic learning experiences students are more inclined to become aware of their behaviours how to act when exposed to learn to distinguish what is acceptable and what is not, while they will be

able to transfer that learning to when interacting in online / offline situations which incessantly are exposed to in their daily lives. Early interventions in this regard are currently being addressed through a pilot project implemented in local primary schools which eventually will see this to develop into an integral part of the main school curricula when the pilot phase is over