

The use of portable digital devices in Middle and Secondary schools



**Compiled by Education Officer Mr Omar Seguna
and Digital Literacy Head of Departments
and Support Teachers for Middle and Secondary Schools**

22nd October 2019

Learning through play

Today at St Ignatius College Middle School. Cope sessions delivered by Mr Andre Bugeja and Mr Mark Briffa; Head of Department, Ms Graziella Brincat.

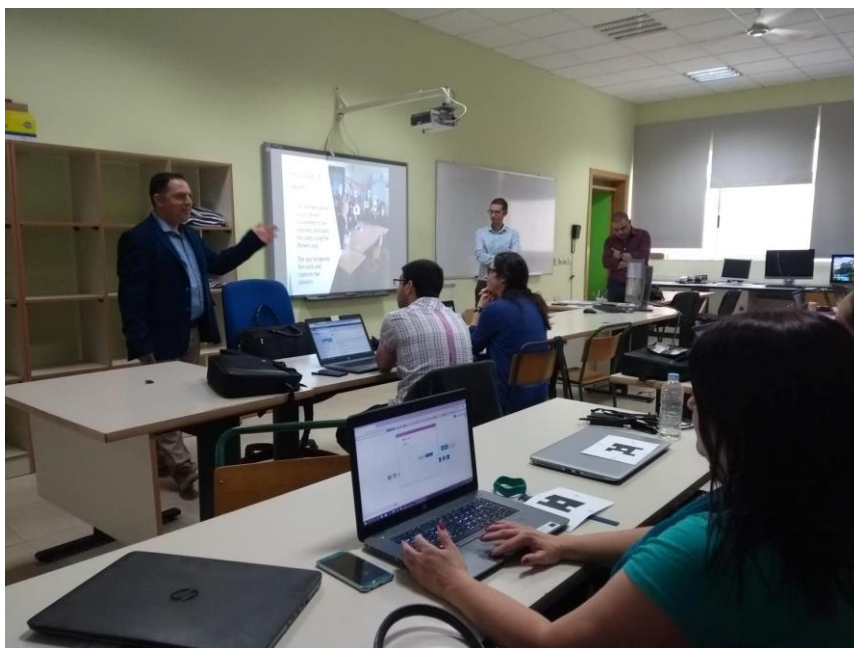
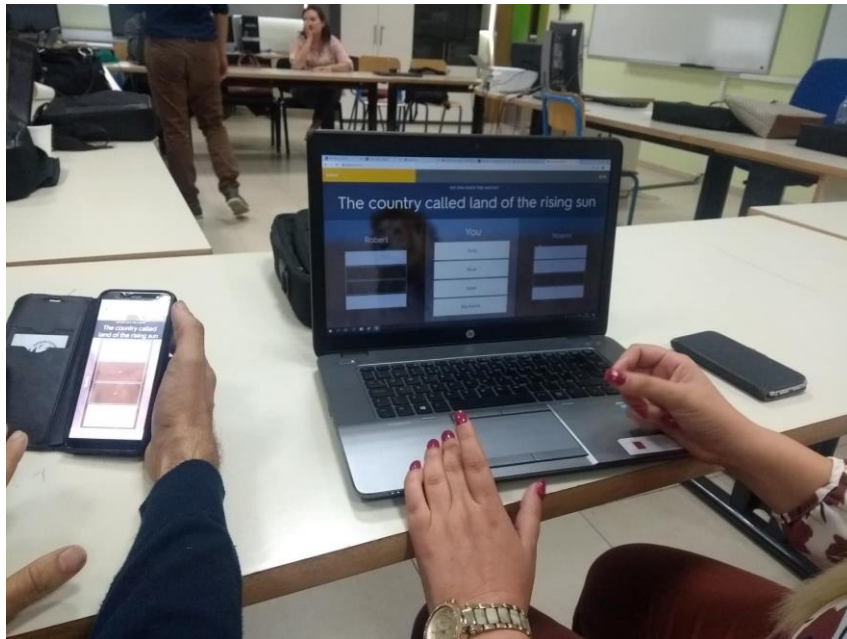
Various research nowadays shows that children can learn through their play. Learning through play enable children to reach various 21st century competences. Young people discuss the rules and roles of play and in imaginary situations children also seek to understand the rules and roles found the real world. Students enjoy playing and motivation will positively affect learning. Children will have time to design and create artifacts as in real life. Autonomous learning is also very important and can bridge the home-school link. Young people's learning is always important, but educators can help students direct their learning towards educational outcomes and play in a meaningful way.



30th October 2019

Use of Forms, Sway, Plickers, Quizziz, Actionbound and Quizlet

Professional Development sessions to different cohorts at Maria Regina Secondary Zokrija: Mathematics, Humanities and another group focusing on hand-held device mediated teaching and learning. A number of learning tools were covered including Forms, Sway, Plickers, Quizziz, Actionbound and Quizlet



1st November 2019

Sway, Plickers, One Drive and Teams at St Therese College Secondary, Mrieħel. Tools which facilitate creativity, collaboration and assessment. Well done to all involved.



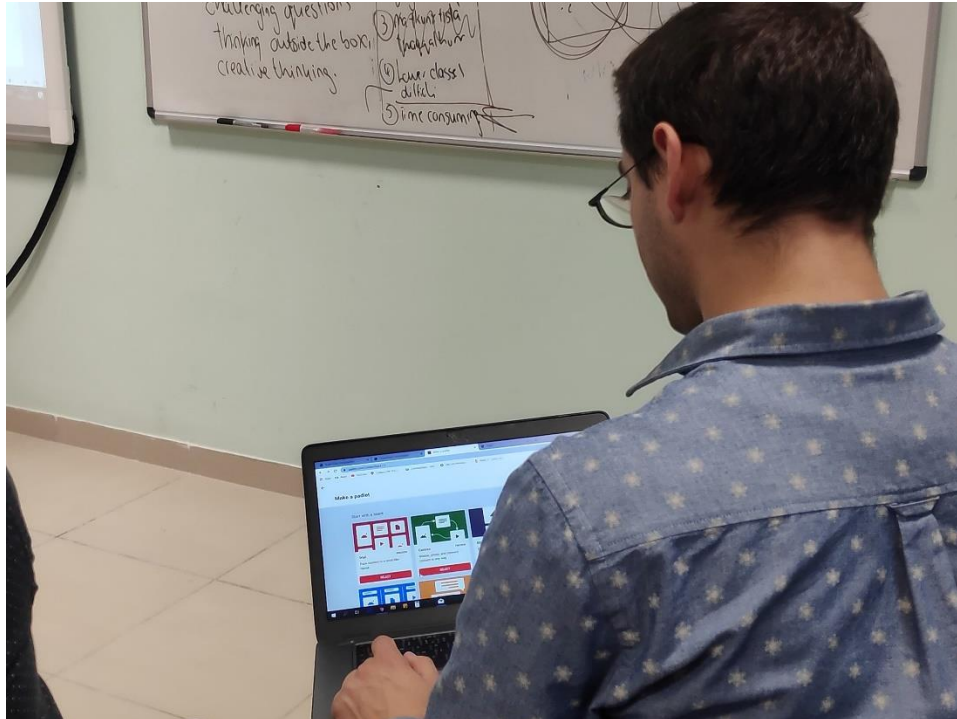
7th November

One Drive, Sway, Forms and Quizzes at St Ignatius College, Senior School, Handaq Qormi. Well done to ALL teachers for their enthusiasm and willingness to embrace these tools to enhance their teaching and learning.



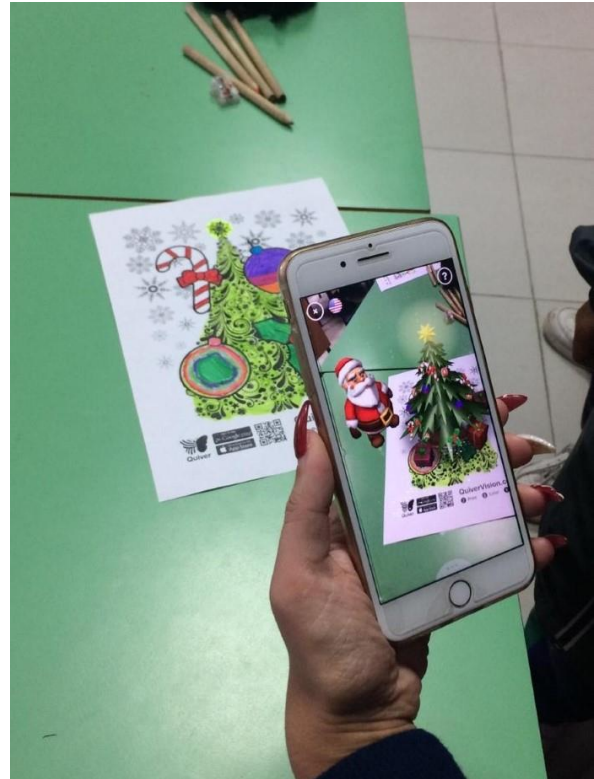
11th November 2019

Today's school development plan's session on digital literacy held at St Therese College Middle School. The session was about the use of Padlet in different school subjects.



Augmented Reality

During a lesson of Italian, as part of an eTwinning project, the students drew an AR Christmas card in order to send it to our partners in Italy. The students really enjoyed it and were so eager to see it on AR. Well done to Ms Graziella Brincat and to the students involved.





6th December 2019

J2E training to a small group of teachers at Maria Regina Zokrija Mosta by Mr Alistair Cameron.



7th January 2020

Pilot Project training by Avantis



8th January 2020



13th January 2020

Treasure Hunt at Mdina

St Ignatius College Middle School organized a scavenger hunt at Mdina. This activity was done in conjunction with the English and History department at Handaq Middle School. Digital Literacy Staff Mar Mark Briffa, Mr Joseph Micallef and Mr Andrew Mallia assisted during this activity. Thanks also to Ms Graziella Brincat, Head of Department. Well done to all students who participated in this activity.

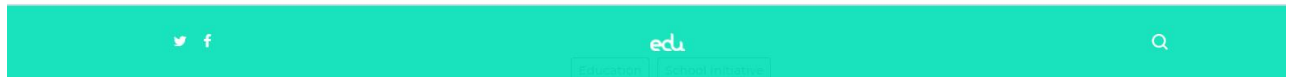




Scholastic year 2020- 2021

October -

newsbreak.edu.mt/2020/11/09/learning-together-at-blata-l-bajda-middle-school/



Learning Together At Blata L-Bajda Middle School

By The Office of the Permanent Secretary | 09/11/2020 | No Comments

"Bring your Device to School" Days is an initiative to help students get organised. Teachers at Blata L-Bajda Middle School are guiding students on how to use MS Teams, iLearn and MySchool. They are also creating an online meeting room where students request an appointment, after filling a form, with the Head/Assistant Head/Guidance/Learning Zone/Form Coordinators/Prefect of Discipline) an opportunity to talk about any difficulties they are facing.



Following the immediate closure of schools in March, SGPC Middle School realised how important it was to keep students abreast with online means of communication as well as a means how to collect and evaluate students' works. Out of these challenges, we realised that it would be a wonderful opportunity to strive for paperless means of communication. Hence, they had a group of teachers who apart from trying to support students online, they would also support with issues related on how to log in as well as other means such as uploading their work. During some lessons these teachers asked students to bring in their own devices and help them accordingly.

November 2020



Year 9 SEAC students at Sta Margerita College Verdala Secondary School are making use of the Hospitality kitchens once again thanks to the use of technology.

October -

Using Padlet in computer Studies

Padlet is enabling the teacher introducing more interactivity in her recorded lessons and allowing all students (including those who are learning from home on account of vulnerability issues) to join in the conversation. Such a discussion is sometimes an end in itself and sometimes a warm-up to another activity (E.g. a student assignment). The Padlet structure allows me to give ongoing feedback to students' points and so help them improve their responses, as opposed to giving a final end-of-assignment assessment.

In this Padlet the use of technology in education is discussed.

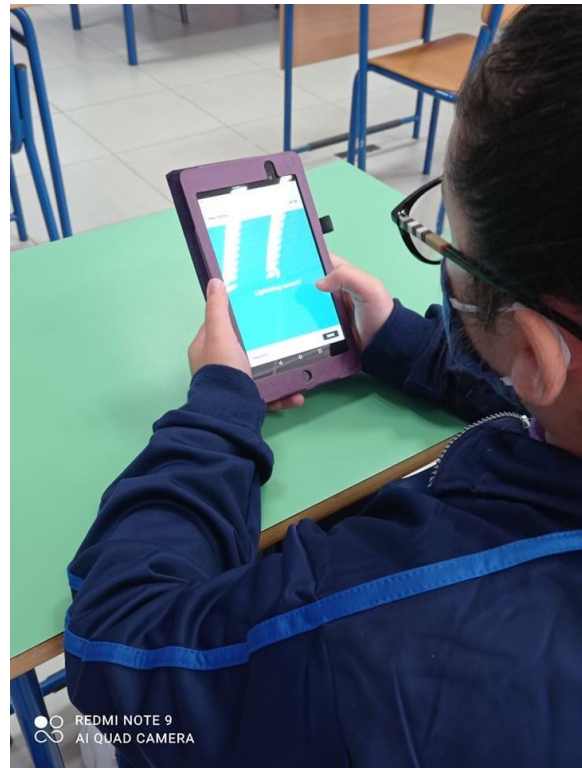
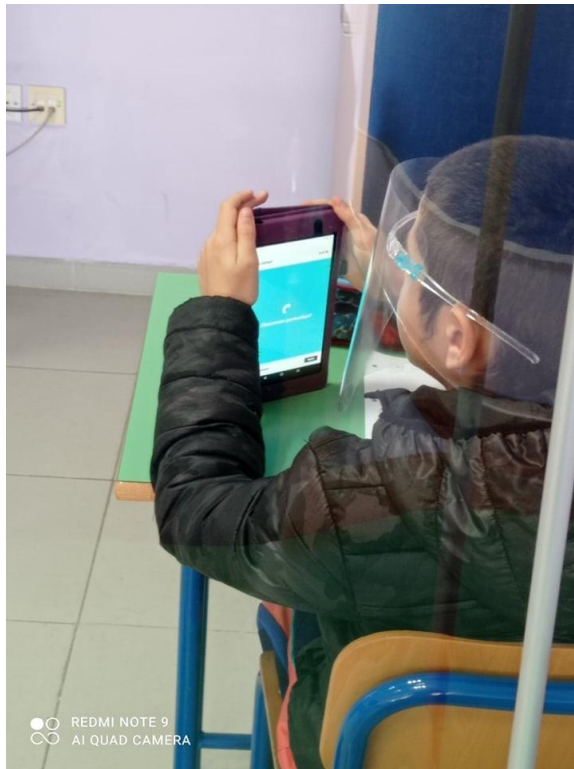
The screenshot shows a Padlet board with several posts. The first post is titled 'Microsoft Word' and describes it as a great word-processing program used for creating documents, brochures, letters, learning activities, quizzes, tests, and homework assignments. The second post is titled 'MS Forms Polls' and describes software that allows educators to easily get feedback about the learning experience of their students. The third post is titled 'Plickers' and describes a technology that allows teachers to assess learning and build on that assessments very effectively. The fourth post is titled 'Excel' and describes how it can be used to record attendance and homework assignments. The fifth post is titled 'BlueJ' and describes it as a great option to practice and learn. The board also features a large Microsoft Word logo and a poll titled 'How easy it is to forget how helpful wordprocessors can be?'. The poll has two questions: '1. How easy it is to forget how helpful wordprocessors can be?' and '2. How easy it is to forget how helpful wordprocessors can be?'. The poll results show that 100% of respondents answered 'Very easy' and 100% answered 'Very difficult'.

Generic DL learning outcomes reached:

- I can use technologies and media to work in teams and collaborate in learning.
- I can collaborate with others and co-construct and co-create resources, knowledge and learning.
- I can function well in digitally mediated Communities of Practice
- I can use various tools and approaches to reflect on learning.

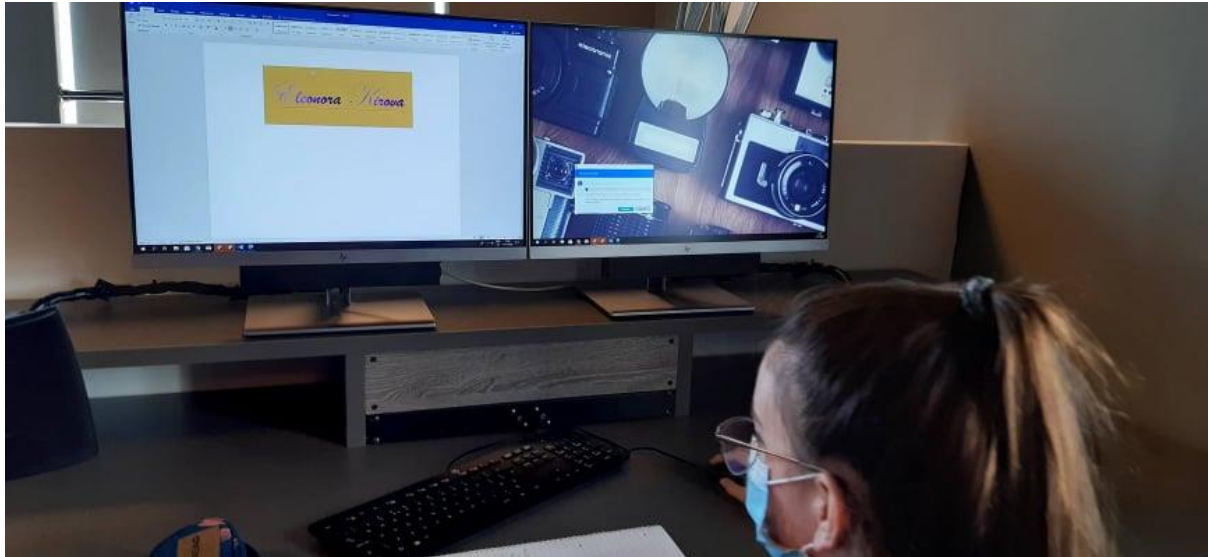
November

Using tablets for assessment for learning during an Italian Lesson at, St Ignatius College Middle School



December (First week)

Media Literacy at STMC Zejtun Secondary School





Generic DL learning outcomes reached:

- I can work creatively across a range of digital media and multiple systems to present information effectively to a given audience.
- I can edit and improve content that I had already created or that others have created, respecting and acknowledging the rights of the original author.
- I can express myself through digital media and technologies.

St Ignatius College Middle School – eTwinning School

St Ignatius College Middle School has been chosen as an eTwinning school for participating in various eTwinning projects. eTwinning is an online platform where students and educators can communicate, collaborate, develop projects and share ideas with other partner countries. When participating in an eTwinning project, students have the opportunity to speak to foreign students and visit other countries through Erasmus projects. eTwinning is a motivational tool in the learning process since the students become active in the project. This leads to autonomous learning, increase in self-confidence, persistence, desire to get to know their partners and making an extra effort in what they are doing. Thanks to eTwinning students become more comfortable in speaking a foreign language, they are eager to see their partners' posts and they are more competitive in the project. For educators it is an innovative way of teaching and offers freedom to work at their own pace.

Since eTwinning is part of our School Development Plan, every week together with the Head of School, Ms Montebello, some of the teachers plan and discuss how to promote and implement eTwinning at our school. In fact every year on the 9th of May we celebrate eTwinning day by organising a programme for all the students at school. Students are informed about the activities which are being constantly done at school in eTwinning. These activities are displayed on one of the noticeboards that we have dedicated to eTwinning.

During one of the projects the students by post exchanged Christmas cards with their partner countries. These cards were different than usual ones because they were Augmented Reality ones. The students were really excited because through the digital devices they could see the designs that their partners did for them.

Through the use of VR sets students also had the opportunity to see their partners' city and learn more about the culture of other countries. eTwinning is not only a motivational tool but also a fun way to learn which brings to learning in an indirect way.



Integration of Digital Learning Outcomes

During the year 2018 an effort has been carried out by our Team for Middle and Secondary Schools to integrate Digital literacy learning outcomes across subjects. Informed from the very infancy of this project that this was going to be very hard to implement, following discussions with Mr Geatano Bugeja (at that time Director DLAP), who has supported us a lot, we agreed to have 5 Learning outcomes integrated in Mathematics, English Language, Maltese Language and Foreign Languages.

These have been worked out with Education Officers and even communicated to teachers. In 2019 I even uploaded these learning outcomes on our website. No agreement was reached about integration of our learning outcomes with subject learning outcomes. To date, the implementation of this exercise by classroom teachers and even the use of technology is purely on a voluntary basis.

Year 8 technology-mediated exemplars

English

Learning Outcome:

(LS 7.15) I can understand and identify individual words in continuous speech

▼ Focus

Exemplar:

The teacher provides students with an audio clip containing a complex message, from which keywords could be extracted from students and shared in class through apps such as Wordle [<http://www.wordle.net/>] and Mentimeter [<https://www.mentimeter.com/>]

▼ Digital Learning Outcome

Learning Outcome:

(LS 7.6) I can prepare a presentation and take part in a discussion to state what I think and give my reasons.

▼ Focus

Exemplar:

Students use presentation tools such as PowerPoint, Microsoft Sway [<http://sway.office.com/>] or Prezi [<https://prezi.com/>] to present their ideas as part of the discussion.

▼ Digital Literacy Outcome

Learning Outcome:

(W 7.7) I can produce different text types.

Exemplar:

Using a number of available digital tools students can create a poster or advert and present it in class. Such tools include Spark Poster [<https://spark.adobe.com/make/posters/>], or Microsoft Publisher.

We are now embarking on a plan to revamp this curriculum mapping exercise by including several exemplars which reflect the good use of technology by educators.

Financial Literacy at St Margaret College Middle School

The Cospicua Middle School which forms part of St Margaret College recently ran a Financial Literacy course to help students become more financially literate.

This five-session initiative by APS Bank and supported by Malta Government Investments was delivered to a class of Year 8 students covered the following topics:

- Where money comes from
- How we use our money
- How to budget effectively
- Banks and debit / credit cards
- Financial-independence

The Directorate for Digital Literacy and Transversal Skills lent tablets to the school with which the students could not only communicate live, through Teams, with their tutor, Rose Anne Zammit, but could also work on a number of interactive tasks, games and quizzes by means of the Nearpod app.

Learning happened beautifully, in a hands-on manner, where students were engaged and focussed. Learners who were at home on quarantine were also able to log in and this ensured that no one was left out. The feedback received at the end of the course was very positive and expression on the students' faces says it all!



Geography Activity Involving Technology

At St. Theresa College Middle School, students are participating in the GLOBE program. With the help of their Geography teacher Ms. Zahra, students are collecting cloud observations on a weekly basis and recording their findings using tablets. This is Ms. Zahra's experience:

"Students are making use of tablets to enter their measurements and submit these recordings through the GLOBE observer application. Currently, they are also participating in the Surface Temperature Field Campaign, collecting surface temperatures using an Infra Red Thermometer. Students are using tablets to facilitate data inputting."

The school administration has invested in tablets to enable activities involving technology. Ms. Zahra is making some great use of mobile technology by integrating these tools in her teaching methods. Through this lesson, students are reaching learning outcomes from both Geography and Digital Literacy while mastering important digital competences. Ms. Zahra also told us that her students loved this activity!



Italian lesson 11/2/2021

