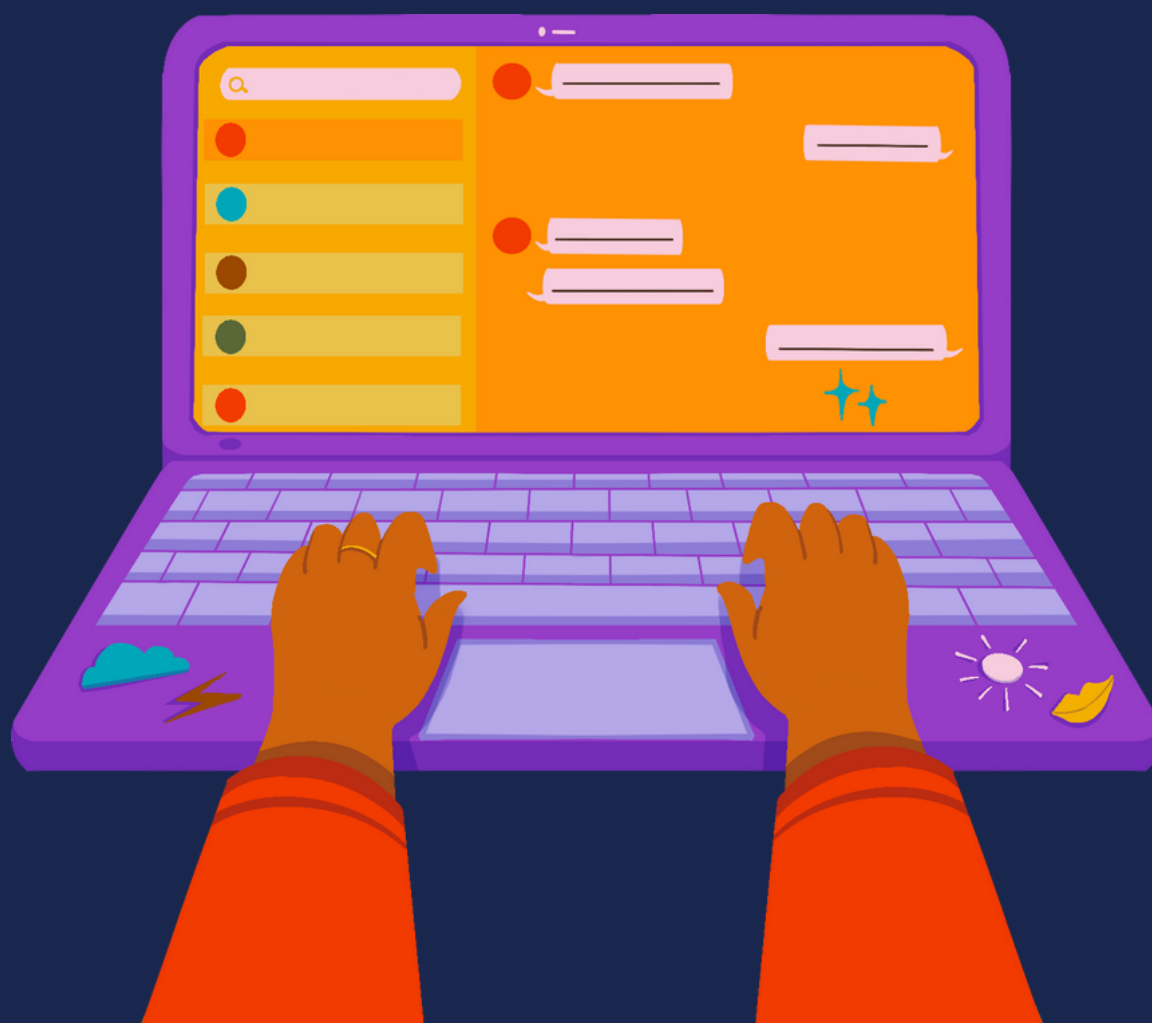


Sustainable Development Goals for Pupils

Digital Skills Course Curriculum

Module 2: Digital Resource Selection, Modification, Creation, and Sharing



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Introduction

Education is changing and evolving every day, making digital skills to become irreplaceable and needed for both educators and students. The Erasmus+ Project Sustainable Development Goals for Pupils recognized this growing need and has worked on a structured digital skills course tailored for teachers accompanied with Power Point Presentations, quizzes, videos. This course empowers educators to include technology more into their professional practice, enhancing communication, collaboration, and pedagogical innovation. By bridging the gap between digital tools and sustainable teaching practices, this initiative aligns with global education goals, fostering inclusivity, active engagement, and lifelong learning.

The course contains six modules, each focusing on a different aspect of digital education. These modules aim to empower teachers with practical skills, theoretical knowledge, and actionable strategies for using digital technologies effectively in their classrooms. From fostering collaboration to empowering students' digital competence, the modules provide a roadmap for educators to thrive in a technology-driven world.

Module 1: Using Digital Tools for Cooperation and Communication

This module focused on how digital technologies can make easier collaboration and communication among teachers, students, and broader educational communities. Educators will learn to leverage platforms for professional networking, peer collaboration, and real-time communication, fostering a culture of shared knowledge and mutual support.

Module 2: Digital Resource Selection, Modification, Creation, and Sharing

In this module, teachers will dive more into the ethical and practical considerations of selecting, adapting, and creating digital resources. It emphasizes the “dos and don'ts” of resource management, ensuring that educators can curate and share content responsibly while aligning with their pedagogical goals.

Module 3: Managing Digital Technologies in Teaching and Learning

This module is focused on effectively integrating digital tools into teaching practices. Educators will explore principles for managing digital technologies to enhance student engagement, support diverse learning styles, and foster collaborative and self-directed learning environments.

Module 4: Digital Tools and Assessment Techniques for Teachers

Assessment is a critical component of education, and this module introduces teachers to various digital tools and techniques for evaluating student performance. It emphasizes feedback and progress analysis, helping educators to choose assessment strategies that are both effective and aligned with modern pedagogical needs.

Module 5: Improving Digital Technology Inclusion

Inclusivity is a cornerstone of education, and this module delves into ways to use digital tools to enhance accessibility and personalization. Teachers will learn to create inclusive classroom environments where all students, regardless of their background or abilities, can actively participate and benefit from digital learning.

Module 6: Promoting Students' Digital Competence

The final module focuses on empowering students to use digital technologies creatively and responsibly. Educators will explore practices that enable students to develop critical digital competencies, including communication, content creation, and problem-solving. These skills prepare students to navigate the digital world with confidence and innovation.

Each module focuses on a distinct area of digital integration, giving educators the skills and tactics they need to create a modern, inclusive, and technology-driven learning environment. This course will help teachers improve their digital literacy while also inspiring their pupils to become engaged and responsible digital citizens.

By working through these modules, educators will gain a comprehensive understanding of how digital tools may revolutionize their teaching approaches. The Erasmus+ Project Sustainable Development Goals for Pupils aims to provide teachers with the skills they need to establish sustainable, inclusive, and future-ready classrooms, ensuring that education evolves in tandem with technological improvements.

Module 2: Digital Resource Selection, Modification, Creation, and Sharing

Introduction	<p>This module examines the significant role that digital resources play in contemporary education, focusing on a variety of formats including e-books, videos, infographics, and interactive materials. These resources improve educational outcomes and foster participation, which enriches learning experiences. The skills required to choose, edit, produce, and distribute digital resources in a way that meets the needs of a wide range of students will be taught to participants.</p> <p>This session includes methods such as checklists and rubrics for evaluation, as well as how to choose high-quality resources based on accessibility, correctness, relevance, and interaction. We will discuss the legal and ethical ramifications of resource modification, including copyright and Creative Commons. Additionally, participants will learn how to produce digital materials with Canva and Google Slides.</p> <p>Furthermore, techniques for efficiently exchanging materials on cloud storage services like Google Drive and Dropbox will be covered, with an emphasis on teamwork with Google Documents and Padlet. The focus of the module is on how to use digital resources into lesson plans while maintaining accessibility. Through interactive exercises and feedback systems, participants are guided to reflect and get better.</p>
Learning objectives	<p>The objectives of this module are:</p> <ul style="list-style-type: none">- To equip participants with skills to select, modify, create, and share diverse digital resources for effective teaching.- To foster understanding of ethical and legal considerations in digital resource use and modification.- To promote collaboration and integration of digital resources into lesson plans for inclusive, accessible learning.
Learning Competences	<ol style="list-style-type: none">1. Digital Resource Evaluation: Capacity to evaluate the correctness, relevance, accessibility, and interaction of digital resources.2. Ethical Resource Modification: The ability to alter digital materials in accordance with Creative Commons principles and copyright laws.3. Digital Content Creation: The ability to produce interesting teaching materials with Canva and Google Slides, among other technologies.

Types of digital resources and selecting Quality Digital Resources

Enhancing teaching and learning experiences in the context of modern education requires a grasp of the different kinds of digital resources and knowing how to choose high-quality ones.

There are many different types of digital resources, such as podcasts, e-books, videos, infographics, and interactive materials. Because every format has special advantages that accommodate different learning styles, teachers must be adept at recognizing and using these resources.

The importance of selecting high-quality digital resources cannot be overstated. Learning outcomes and student engagement are greatly impacted by high-quality resources. The veracity and correctness of the material offered in these sites must be emphasized to educators. For kids to gain accurate knowledge—which is vital for their intellectual development and ability to make decisions—reliable sources are needed. To uphold a high standard for instructional content, resources should originate from respectable publishers, subject matter experts, or peer-reviewed platforms.

Interactivity and user engagement are also essential considerations when choosing digital materials. Quizzes, role-playing, and group projects are examples of interactive components that improve student engagement and knowledge retention. Interesting materials can pique students' interest and inspire them to take an active role in their education. Teachers ought to seek out resources that promote inquiry, debate, and critical thinking in addition to imparting knowledge.

Inclusion and accessibility are crucial factors to take into account during the selecting process. Digital resources ought to be made with a variety of learners—learners with disability included—in mind. This entails making certain that materials are accessible through assistive technology, speak in an understandable manner, and provide alternative formats like transcripts or audio explanations. Teachers may establish an inclusive learning environment where all students can succeed by putting accessibility first.

In the end, teachers can improve their teaching methods by comprehending the various kinds of digital resources and putting the standards for high-quality selection into practice. All students can benefit from a rich and encouraging learning environment that focuses on accessibility, engagement, and credibility; this will help them flourish in the digital age.

<p>Evaluating Digital Resources</p>	<p>Assuring the quality and efficacy of educational materials requires evaluation of digital resources. To choose the finest solutions for their instructional needs, educators must use a variety of tools and strategies to thoroughly examine resources. Checklists, peer reviews, and rubrics are examples of common evaluation techniques. Each has a specific function in the assessment process.</p> <p>Rubrics offer an organized structure for assessing digital materials according to particular standards, like precision, applicability, engagement, and ease of use. They aid educators in rendering unbiased assessments by delineating the requirements that a resource must fulfill. A rubric might, for example, have sections that rate the resource's overall engagement potential, the veracity of the source, and the information's intelligibility. Teachers can guarantee a uniform evaluation procedure across various materials by employing rubrics.</p> <p>Teachers can use checklists as useful tools to help them with the evaluation process. The qualifications of the author, the date of publication, and the existence of citations or references are just a few of the crucial factors that make up a well-crafted checklist that is used to evaluate digital resources. Educators can select resources more effectively by using this technique, which enables them to swiftly discover significant elements that contribute to the resource's quality and reliability.</p> <p>Peer reviews entail working in groups to evaluate digital resources as a group. Teachers can gain from a variety of experiences and areas of competence by exchanging ideas and viewpoints. Peer reviews can highlight blind spots and possible biases, resulting in a more thorough knowledge of the advantages and disadvantages of a resource.</p> <p>Good example are elementary schools in Spain:</p> <p>A number of elementary schools in Spain have embraced Edmodo and Nearpod as interactive learning resources to support group projects and provide real-time comprehension assessments for students.</p>
	<p>Teachers assessed the interactive materials according to their educational value, degree of engagement, and conformity to curriculum objectives using checklists and rubrics.</p> <p>Additionally, student input was gathered to help with resource selection. Teachers discovered, following the implementation of these tools, that interactive tests and group projects improved student engagement and comprehension of challenging courses like social studies and mathematics. Schools that used these digital materials reported a 30% increase in student performance on exams. The assessment of interactive learning resources produced notable improvements and promoted a more captivating and interactive learning environment in Spain.</p>

Modifying Existing Digital Resources

When it comes to the usage, modification, and sharing of digital materials by educators, copyright and creative commons are a must. Teachers who wish to modify current resources in their courses in a way that is both morally and legally acceptable must grasp these ideas.

The exclusive right to use one's own creations, including books, music, films, and digital resources, is conferred to authors of original works under copyright. This means that teachers cannot legally copy, edit, or distribute copyrighted content without permission. While copyright safeguards intellectual property, it can also provide difficulties in educational settings because students need to have access to a variety of learning resources. Inappropriate use of copyrighted content could result in legal repercussions.

Creative Commons (CC) was created to provide a more flexible licensing solution in response to these issues. Creators can share their creations with different levels of authorization thanks to CC licensing. For instance, educators are free to use and alter materials according to certain CC licenses, provided that proper credit is given to the original author. Others might forbid alterations to the original work or limit its commercial use. By being aware of these licenses, educators may observe ethical and legal requirements while navigating the challenges of using digital materials.

Teachers should make sure they are using resources that grant authorization to share and alter them before making any changes. Resources licensed under a Creative Commons license may have explicit usage restrictions, like "Attribution-NonCommercial" or "Attribution-ShareAlike," that specify how the resource may be used. Teachers can alter materials by adhering to these principles, which may include adapting the content for varying learning levels, translating it into other languages, or adding multimedia components.

Online platforms and a variety of editing software are tools for working with digital resources. Teachers can, for example, alter infographics using graphic design programs like Canva or adjust text-based resources using Google Docs. While platforms such as H5P facilitate the creation of interactive content, video editing tools such as Adobe Premiere permits adjustments to educational movies. With the use of these technologies, resources may be easily customized to meet the unique requirements of each school.

Examples of modifications include adding commentary to help students understand difficult subjects, altering photos and visuals to make content more culturally appropriate, and modifying text to make it easier to read.

For instance, a teacher could change the terminology for younger pupils, include examples from the student's local area, or add interactive questions to increase student interest in a class about Sustainable Development Goals.

In conclusion, teachers who want to alter digital resources in an ethical and lawful manner must have a solid understanding of copyright and Creative Commons. Without violating anyone else's intellectual property rights, educators can enhance their lesson plans by using the appropriate resources and adhering to license agreements.

<p>Creating Digital Resources</p>	<p>Creating digital resources is a skill in modern education that empowers educators to design materials tailored to their students' needs.</p> <p>Teachers may build visually appealing and engaging resources that improve learning experiences with simple-to-use tools like Canva, Google Slides, and video editing software. With a large selection of editable templates, Canva enables users to create posters, infographics, and lesson plans. On the other hand, Google Slides is perfect for group projects and shared lesson plans because it allows for real-time collaboration and interactive presentations.</p> <p>With the help of free programs like OpenShot and paid programs like Adobe Premiere, teachers can edit videos to better explain difficult concepts to students or show off useful talents.</p> <p>Establishing specific learning objectives is the first step in developing a digital resource. What do you want your students to know and be able to accomplish? This aids in figuring out the resource's organization and content.</p> <p>Teachers can select the appropriate technology, such as Canva for images, Google Slides for presentations, or video editing software for multimedia content, if their goals are clear. If educators want a fully customized look, they can start from scratch, but choosing a template can make the process simpler.</p> <p>The next stage is to add content. This comprises multimedia components, graphics, and text that support the learning objectives. An infographic on environmental science, for instance, can include data and facts in addition to pictures that illustrate important ideas. To add interactivity to their presentations, educators can incorporate videos, tests, and external links into Google Slides presentations. Once information is included, the design should stay straightforward and uncomplicated, with understandable fonts, a unified color scheme, and sensible whitespace usage to prevent overwhelming pupils.</p> <p>Teachers need to make sure all links function as intended, videos play without any problems, and interactive components function as intended. One such way to find areas that need work is to get input from classmates or pupils.</p>
	<p>Including interactive elements like quizzes, embedded films, and clickable links can greatly increase user engagement. To make it easier for pupils to explore and concentrate on the material, it's also critical to keep the design layout of a variety of resources consistent. All materials should also be made accessible to students with disabilities, making sure that typefaces are readable, color contrasts are adequate, and photos have alt text. Finally, educators can improve their materials through collaborative efforts and comments by sharing resources through Google Slides and other collaborative technologies. Teachers may build digital products that are successful and interesting, personalized to meet the different requirements of their students, by becoming proficient with these tools and strategies.</p>

Sharing Digital Resources

For educators, sharing digital resources is essential to promoting teamwork, improving student access to resources, and increasing the educational process in general. Many teachers utilize platforms like Dropbox and Google Drive to easily share lesson plans, assignments, videos, and other educational materials with students and other educators.

Because Google Drive integrates with other Google Workspace resources, teachers may work together in real-time on documents, spreadsheets, and presentations. This makes Google Drive very useful. Teachers are able to manage permissions and make sure that their resources are shared safely while still being able to be edited, viewed, or commented upon according to the requirements of the receivers by creating shareable links or sending email invitations to particular people.

Similar convenience of use is provided by Dropbox, which lets teachers swiftly share resources and maintain content synchronization across several devices. For departmental resources or class projects, teachers can create shared folders. Any changes made to these shared files are immediately accessible to all participants. When working in teams with other educators or overseeing a large number of pupils, this functionality comes in particularly handy.

In addition to utilizing these platforms, educators should implement efficient resource-sharing approaches to guarantee that their material is clear and concise. Adding metadata to files—such as keywords, author names, and relevant topics—is an essential strategy for improving document searching and retrieval. When working with comprehensive educational resources, such as entire curricula or multimedia collections, this becomes especially helpful.

Using tags to mark files based on subjects, themes, or categories (such as “science experiments,” “math quizzes,” or “project-based learning”) is another way of sharing. This easy method makes it easier for educators and learners to find particular materials quickly within a bigger collection of shared files. Lastly, sharing papers with descriptions guarantees that the recipients comprehend the context and content completely. It helps save time and avoid misunderstanding to have concise descriptions that clearly state each file’s purpose, how to utilize it in the classroom, and any prerequisites.

Teachers can accelerate the sharing process and ensure that resources are easily accessible, relevant, and appropriate for their learning objectives by employing these platforms and techniques. Additionally, educators can create extensive resource libraries that can be shared and edited by peers as needed for long-term use. In addition to saving time, this cooperative sharing of digital resources enhances the caliber and efficacy of instructional materials, resulting in a more vibrant and resource-rich learning environment.

<p>Collaborative Creation of Digital Resources</p>	<p>Teachers can improve student learning results and their own teaching practices by working together to create digital resources. Collaborating to develop resources enables educators to exchange varied viewpoints, specialized knowledge, and inventiveness, culminating in more extensive and superior instructional materials. Teachers may pool their expertise and abilities to produce resources that cater to a range of learning needs and styles, which in turn stimulates creativity. This is particularly crucial in the diverse classrooms of today, when inclusivity and individualized learning is in focus.</p> <p>Workload sharing is one of the main advantages of collaborative resource generation. The creation of instructional materials can be done more effectively when teachers assign assignments according to their areas of strength. For instance, a teacher might be exceptionally good at creating content, but another might be more adept in multimedia integration or graphic design. Together, they can generate useful and interesting digital resources that would be challenging to make separately. Teachers are also encouraged to reflect and provide comments as a result of the collaborative process, which can enhance the overall caliber of the materials created. Teachers can provide constructive criticism to one another's work, pointing out areas for development and making sure the resources are in line with learning objectives and standards.</p> <p>The collaborative generation of digital materials is facilitated by a number of platforms, the most well-known of which being Google Docs and Padlet. Collaboration on lesson plans, worksheets, and other educational materials is made simple for teachers by Google Docs, which enables many users to work on the same page in real time. Since the platform allows for real-time editing, commenting, and sharing, all participants can work on the document at the same time and contribute to its review. As a result, team members become more accountable and resources develop more quickly. In contrast, Padlet is an interactive digital whiteboard that allows users to add links, photographs, videos, and notes. This makes it a great tool for planning and idea generation. Padlet is a tool that educators may use to collaborate on projects, collect ideas, and select resources in an easily navigable way.</p>
	<p>Along with producing high-quality materials, the collaborative process improves the teachers' professional connections and promoted a collaborative culture within the school. Through collaboration, the educators acquire new competencies, exchanged knowledge, and enhanced their comprehension of using digital materials into their pedagogical practices. This case study demonstrates the value of teamwork in producing teaching materials that are scalable, flexible, and successful. Teachers can enhance their own professional development and provide their students with more diverse and interesting learning experiences by working together.</p>

Integrating Digital Resources into Lesson Plans

Modern teachers must be able to incorporate digital resources into lesson plans since doing so improves student learning and keeps up with the technologically advanced world of today. Videos, interactive simulations, and e-books are examples of digital resources that provide a variety of methods to link content to learning objectives and accommodate different learning styles. Teachers can increase student knowledge and passion by implementing these technologies into their lessons in an effective way that makes them more relevant, inclusive, and engaging.

A key aspect of incorporating digital resources is ensuring that they are in line with educational goals. The primary objectives of a class, such as learning a certain idea or skill, must be determined by the teacher before they may choose the digital resources that will best help them achieve these objectives. To illustrate a chemical reaction, for instance, a scientific instructor may utilize an interactive simulation. This gives students a virtual hands-on experience that enhances their comprehension. By using digital technologies, educators may ensure that students can interact meaningfully with the subject by making abstract concepts more concrete and approachable.

For the purpose of demonstrating how lesson plans for primary school pupils centered around the Sustainable Development Goals (SDGs) might incorporate digital resources, let's look at a science lesson where the learning objective is to comprehend SDG 15: Life on Land. An interactive, multimedia timeline emphasizing the value of safeguarding ecosystems, wildlife, and forests could be made by a teacher using a timeline program such as Sutori. Videos of endangered species, pictures of deforestation, and brief summaries of international conservation initiatives might all be included in the timeline. Students in elementary school could investigate these components and discover the various measures that other nations are implementing to preserve the environment. Students may learn more about the reasons for habitat loss and the value of biodiversity by participating in interactive tests or games that are included into the timeline.

The teacher of a language class studying SDG 6: Clean Water and Sanitation could assign a collaborative writing project using Google Docs in which the students write a narrative about a community that resolves a water crisis. Each student might be in charge of writing a portion of the narrative. They could also include images of lakes and rivers or movies that demonstrate the importance of clean water to life. Students could comment on each other's work as well as offer suggestions for how to make better as part of this assignment. Students' storytelling will be improved and their understanding of the value of clean water for everyone will grow when multimedia components are used.

With the use of these lesson plans, elementary school kids can interact with SDG-related topics in an engaging manner that is age-appropriate. This helps them develop their understanding of critical global issues while encouraging teamwork, creativity, and problem-solving abilities. By utilizing digital resources, educators may simplify and captivate children on difficult subjects like sustainability, encouraging them to consider how they might improve the world for future generations.

Ensuring Accessibility and Reflecting on Digital Resources

It is essential to make digital resources accessible in order to promote an inclusive learning environment. Content accessibility requires adhering to certain standards, including using alt text, high contrast, and the right font size, in order to make it accessible to all learners, including those with learning difficulties and visual impairments. To promote readability, for example, a minimum font size of 12–14 should be used. Visibility can also be improved by keeping a strong contrast between the text and background. By providing relevant descriptions for images through alt text, screen readers help ensure that visually impaired students can interact with the content in an effective manner.

Tools like WCAG (Web Content Accessibility Guidelines) tutorials offer thorough standards and approaches to assist schools in building digital products that are accessible. These standards, which include topics including keyboard navigation, color contrast, and text replacements for non-text information, assist educators in understanding best practices for accessibility. Teachers may make sure that the requirements of various learners are met by becoming familiar with these resources and developing digital materials accordingly.

Furthermore, creating a feedback system is essential to the continuous improvement of accessibility. Teachers can find areas for improvement by asking students about their experiences with digital tools. Techniques like focus groups and anonymous surveys can be used to get important information about what is working and what needs to be improved. Teachers can also promote a collaborative approach to resource development by encouraging peer evaluations of easily accessible materials.

By incorporating feedback mechanisms, educators may continuously improve their materials and make sure that they match the changing needs of every student. Education professionals can establish a more equitable learning environment by putting accessibility first and continually looking for methods to improve it. By encouraging an environment of compassion and understanding, this dedication to inclusivity benefits all kids, not just those with special needs. In the end, making sure digital resources are accessible gives students the freedom to actively engage in their education and builds the groundwork for success and lifetime learning.

<p>Best practices</p>	<p>When it comes to choosing, modifying, and co-creating digital resources, teachers who want to improve their teaching methods must follow best practices. Khan Academy is a prime example of an online resource selection platform. This platform ensures teachers have access to top-notch information by curating interactive activities and instructional films across a variety of areas. Teachers can provide students with individualized learning experiences that meet their specific requirements by incorporating Khan Academy into their lesson plans. To reinforce material covered in class, a math teacher could, for instance, give particular Khan Academy assignments. This way, students can work at their own pace and get immediate feedback on their comprehension.</p> <p>The Open Educational Resources (OER) Commons is a useful resource for adapting already-existing products. Teachers can alter resources on this platform to meet the particular requirements of their classrooms. Lesson plans, worksheets, and multimedia materials can be modified by teachers to better meet the needs of their students' learning styles and academic goals. For kids that learn best visually, a science instructor could, for example, alter an existing lab experiment to add more visual aids, which would increase student engagement and comprehension.</p> <p>Furthermore, the Wikipedia Education Program is a prime example of the effectiveness of group resource production. In order to promote a sense of community and common knowledge, teachers and students collaborate to add, edit, and create new Wikipedia entries. Through this partnership, students can interact with real-world material while simultaneously learning crucial research and writing techniques. Students gain a deeper grasp of the value of reliable sources and the collaborative nature of knowledge creation by contributing to a popular platform.</p>
	<p>It is possible for educators to build learning environments that are more efficient, interesting, and inclusive by implementing five best practices: choosing reputable resources, adapting content for accessibility, and encouraging collaboration. By enabling teachers to address the many needs of their pupils, these strategies improve student learning and foster a culture of lifelong learning. It is possible for educators to build learning environments that are more efficient, interesting, and inclusive by implementing five best practices: choosing reputable resources, adapting content for accessibility, and encouraging collaboration. By enabling teachers to address the various needs of their pupils, these approaches increase student learning outcomes and foster a culture of ongoing development in the classroom.</p>

Quiz	<p>1. With what tool can one make the most visually appealing infographics for educational purposes?</p> <p>A) Microsoft OneDrive B) Canva C) Google Docs D) Meet on Google Correct answer: B</p> <p>2. When choosing digital materials, what factors should educators take into account first?</p> <p>A) Engagement and interaction B) The resource's level of popularity C) Accessibility and relevance D) Individual choice (Correct answer: C)</p> <p>3. With Creative Commons licenses, teachers can:</p> <p>A) Use whatever content they find online and alter it without restriction B) Share and adapt materials in accordance with the terms of permission C) Completely ignore copyright issues D) Make free use of commercial content Correct answer: B</p>
	<p>4. Which platform is best for collaborative creation of digital resources in real-time?</p> <p>A) Google Docs B) Trello C) Dropbox D) Canva Correct answer: A</p> <p>5. When sharing resources through Google Drive, what technique improves resource accessibility and searchability?</p> <p>A) Adding metadata and descriptions B) Sharing only with private groups C) Using it exclusively for internal documents D) Restricting access to avoid modifications Correct answer: A</p>

