

Leaving Certificate Applied



ICT Module Descriptors

Participant Workbook

Webinar 3

*Embedding Digital Literacy
in the LCA ICT Classroom*



Contents

Introduction	2
PDST CPD Timeline	3
Digital Strategy for Schools Framework 2027	4
Blended Learning tools to enhance Content, Pedagogy and Technology	6
Teacher self-reflection on own practice	8
Reflection Activity	10
Further resources	11
Notes	12

Introduction

Circular 0070/2020

The four revised module descriptors and their timetable for introduction are outlined below.

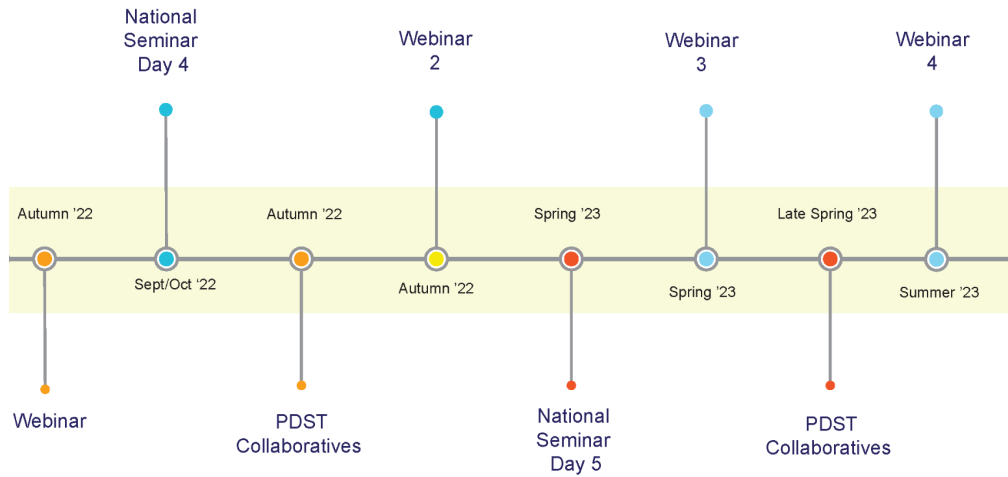
Revised Leaving Certificate Applied Module Descriptors	Original Implementation Date	Revised Implementation Date	First Leaving Certificate Examination
English and Communications	September 2020	September 2021	June 2023
Mathematical Applications	September 2020	September 2021	June 2023
Introduction to Information and Communication Technology	September 2020	September 2021	June 2023
Information and Communication Technology: Specialism	September 2020	September 2021	June 2023

Key Message

The focus of this webinar is anchored in key message four from national seminar day five

Digital literacy is fundamental to active participation in modern society. This skill is underpinned throughout the ICT Introduction (module 1, unit 3) and the ICT Specialism (module 4)

PDST CPD Timeline



This shows the schedule for Year 2 of the professional development support continuum for LCA ICT teachers.

This is the third in a series of webinars designed to support teachers as they introduce the module descriptors in their classrooms.

Below is a QR code to bring you to the module descriptors in LCA.



Digital Strategy for Schools Framework 2027



1. How can this strategy guide you in your LCA classroom and support your students in preparing them for lifelong learning and participate fully in society?

- 2. How can you develop innovative practice using digital technologies in your classroom and promote collaborative practices, which would also develop digital literacy skills/digital competence in our young people?**

The Blended Learning Approach

Content

- Incorporating flexibility
 - the sequence of online and face-to-face activities
 - the proportion of online v face-to-face
 - learner v teacher control over decisions
- Stimulating interactions
- Facilitating students' learning processes
- Fostering effective learning environments

Pedagogy

Technology



www.pdst.ie/blendedlearning

Content	Pedagogy	Technology
<i>Mentimeter</i>	<i>Scoilnet</i>	<i>Kahoot</i>
<i>Padlet</i>	<i>World Book Online</i>	<i>Quizizz</i>
<i>EdPuzzle</i>	<i>National Geographic</i>	<i>Formative</i>
<i>Flipgrid</i>	<i>Google Treks</i>	<i>Google Forms</i>
<i>Nearpod</i>	<i>Google Arts and Culture</i>	<i>Microsoft Forms</i>
	<i>Khan Academy</i>	<i>Microsoft Teams</i>
	<i>SchoolTube</i>	<i>Google Classroom</i>
	<i>TED-Ed</i>	

Planning for Digital literacy



When planning for your LCA students how can you as their teacher promote and support digital literacy?

Photo by [drrakete lab](#) on [Unsplash](#)



Visualise your 3 LCA students of varying academic abilities - one relatively high achieving, one of average ability and one who has a lot of academic challenges. Take a moment to reflect on your approach to digital literacy in your LCA ICT classroom to date considering these 3 LCA students.

When planning for your LCA students how can you as their teacher promote and support digital literacy?

Teacher self-reflection on own practice

- 1. Is the use of technology in your LCA ICT classroom always justified by an educational goal?**
- 2. Do you identify the educational goal and then consider what digital technology can be used to support this goal?**
- 3. What are some examples of how you have altered lesson plans to use technology in your classroom?**

**4. Did you find ways to enhance your lessons by using technology?
What kind of a challenge did this pose?**

5. Technology is redefining what it means to be “literate” for 21st Century students. Reading becomes “information literacy” or solving information problems using textual cues. In the subjects you teach, is technology redefining what is important for students to know and be able to do? How is this reflected in your teaching?

Reflection Activity

What are the barriers and enablers for integrating digital literacy in your LCA ICT classroom?

How can the school community support this process?

How can I as an LCA ICT teacher engage my students and their parents to cultivate a culture of participation and collective responsibility regarding digital literacy?

Further resources

Common Sense Education (<https://www.commonsense.org/>) offers a variety of resources, including lesson plans and student activities, for teaching digital citizenship and online safety.

Digital Promise (<https://digitalpromise.org/>) has a "Digital Literacy and Citizenship" section on its website with resources for teachers.

The International Society for Technology in Education (ISTE) (<https://www.iste.org/>) has various resources for teaching digital literacy, including standards and professional development opportunities.

Google's Be Internet Awesome (<https://beinternetawesome.withgoogle.com/>) is an interactive curriculum that teaches kids the basics of digital safety and citizenship.

National Cyber Security Alliance (<https://staysafeonline.org/>) has resources for teachers to educate students on online safety and security.

Notes