CPD MOOC SYLLABUS

Context

The ContinueUP project explores how teacher training and education can be organised across the continuum of initial teacher education and continuous teacher training. It achieves this by establishing a network of initial teacher education (ITE) and continuous professional development (CPD) providers that co-construct and deliver an education and training programme consisting of a blended ITE module and a CPD MOOC focusing on area 1 of the European Framework for the Digital Competence of Educators. The following syllabus document provides an outline of the CPD MOOC which is the result of an ongoing co-construction process between four CPD providers based in Croatia (Ministry of Science and Education), Spain (The National Institute of Educational Technology and Teacher Training - INTEF) and Portugal (Regional Department for Education, Science and Technology of Madeira & CPD Training Centre Póvoa de Varzim e Vila do Conde), with input also provided by three ITE providers in the same countries. The document can be used by CPD organisations as a basis for implementing a similar programme on teacher digital competence together with CPD partners from across Europe.

MOOC Overview

Course Title	Empowering Teachers as Digital Lifelong Learners in School
Target Audience	Although it is open to everyone, the primary target audience are in-service teachers interested in developing their digital competence at B1 proficiency level in area 1 of the European Digital Competence Framework for Educators
Learning Outcomes	The MOOC focuses on the development of teachers' capacity to use digital tools for professional engagement purposes at B1 level, according to the proficiency statements of the SELFIEforTEACHERS toolkit, which are based on the learning outcomes of the European Digital Competence Framework for Educators (DigCompEdu). In specific, the module focuses on Area 1: "Professional Engagement" and covers the following learning outcomes. After completing the module, teachers will be able to • shape their school as a learning community with the help of digital technologies • reflect on the concept of a school as a learning organisation in the digital era • use digital technologies according to an organisation's communication needs • use digital technologies for professional collaboration with colleagues and other school stakeholders

	• reflect and discuss their own individual digital pedagogical practice and that of their educational community
	• use digital technologies to positively and ethically contribute to the digital world
	• apply safe and responsible digital practices across their school's use of digital technologies
Course Structure	**Pre-module**
	In the pre-module participants learn about how the course works, what it covers, and the rationale and narrative for the course. They will also discover what to expect from the final task and how to successfully complete the course. This covers learning about how to learn effectively on a MOOC including tips & tricks about self-regulated learning (connected to the development of competence "1.7 Professional learning through digital technologies").
	Module 1. Digital life in the school
	In this module, participants learn how to improve their digital presence to enhance collaboration, reflect on their online behaviour and its impact, manage their information securely and ethically, engage with professional networks for growth and develop a plan for continuous improvement. They will use digital tools to connect with other educators and set goals for future development.
	1.0 Introduction – overview of the module, introduction to the competence of digital life at B1 level
	1.1 Digital Profile – what is a digital profile, investigating their school's digital profile
	1.2 Safe and Responsible Digital Practices – Examples of safe and responsible digital practices at individual and school level, identifying improvements to their school's digital profile
	1.3 Overview of Positive and Ethical Contributions in the Digital World – case studies of schools
	1.4 Learn More About It – additional resources
	1.5 My Learning Journey – self-assessment and self-reflection about progress and individual aims
	Module 2. Professional collaboration
	In this module participants are equipped with the skills to leverage technology for effective professional collaboration. They will gain a strong foundation in collaboration principles, identify areas for improvement within their own schools, and learn to select appropriate digital tools. The module also emphasises ethical

considerations and data privacy in digital collaboration. Additionally, participants will explore online professional networks and reflect on their collaboration experiences.

2.0 Introduction – overview of the module, introduction to the competence of professional collaboration at B1 level

2.1 Digital Professional Collaboration and Communication – reflecting about current practices, investigation of good practices and examples, applying ethical and data privacy considerations as part of collaboration and communication practices

2.2 Overview of Professional Collaboration Practices through Digital Technologies According to Collaboration Needs – identifying their own and their schools' collaboration & communication needs, preparing a plan for developing collaboration and communication at their school with the use of digital tools

2.3 eTwinning as a Professional Collaboration Network – introduction to eTwinning, exploration of good project examples, identifying links to the competences

2.4 Learn More About It – additional resources

2.5 My Learning Journey – self-assessment and self-reflection about progress and individual aims

Module 3. Reflective practice

This module focuses on reflective practice to help educators improve their use of digital technologies in the classroom. By the end, they will understand the importance of reflection for professional development, apply various reflection techniques, and engage in discussions with colleagues to analyse both their own and others' experiences with educational technology.

3.0 Introduction – overview of the module, introduction to the competence reflective practice at B1 level

3.1 Individual and Collective Reflective Practice – exploring different individual and collective reflective practices

3.2 How to Implement Reflective Practice – tips & tricks and discussion about effective implementation of reflective practices, the role of technology as part of reflective practices

3.3 Overview of Individual and Collective Reflective Practices with the Use of Digital Technologies – examples and case studies of reflective practices with the use of digital technologies in schools

3.4 Learn More About It – additional resources

3.5 My Learning Journey – self-assessment and self-reflection about progress and individual aims

	Module 4. Final activity
	In this module, participants will be asked to complete the final mandatory activity which is based on a hypothetical scenario. They will also review the activities of 3 of their peers, allowing them to learn from others and identify areas for improvement. 4.0 Introduction – overview of the module, introduction to the final activity 4.1 Final Activity – detailed instructions and templates for the final activity, submission of work, peer review of 3 works 4.2 Final Steps – evaluation survey & next steps

Digital competences	The intended level to be reached is B1, according to the proficiency statements of the SELFIEforTEACHERS toolkit, which are based on the learning outcomes of the European Digital Competence framework for Educators (DigCompEdu).
	
	The competences of the MOOC fall under Area 1: Professional engagement and include:
	
	  1.1. Organisational communication
	  1.2. Online learning environments
	  1.3. Professional collaboration
	  1.4. Reflective practice
	  1.5. Digital life
	  1.6. Professional learning through digital technologies

Duration and estimated workload of the course	6 weeks (one week for the pre-module, one week for modules 1-3 & two weeks for module 4). The estimated workload is 5 hours per week.
Assessment	The course requires the submission of one mandatory activity in Module 4, which will then be peer-assessed. This means that each participant will submit one activity and would be required to complete peer assessment of three activities of their peers. In addition to the final mandatory activity, the MOOC will also include a rich selection of optional activities to enhance learning engagement and formative assessment. However, the completion of these activities will not be taken into account for the final assessment of the participants.