

Fit 4 DigiLinE

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CURRICULUM LEARNING MATERIAL about Digital Language Teaching

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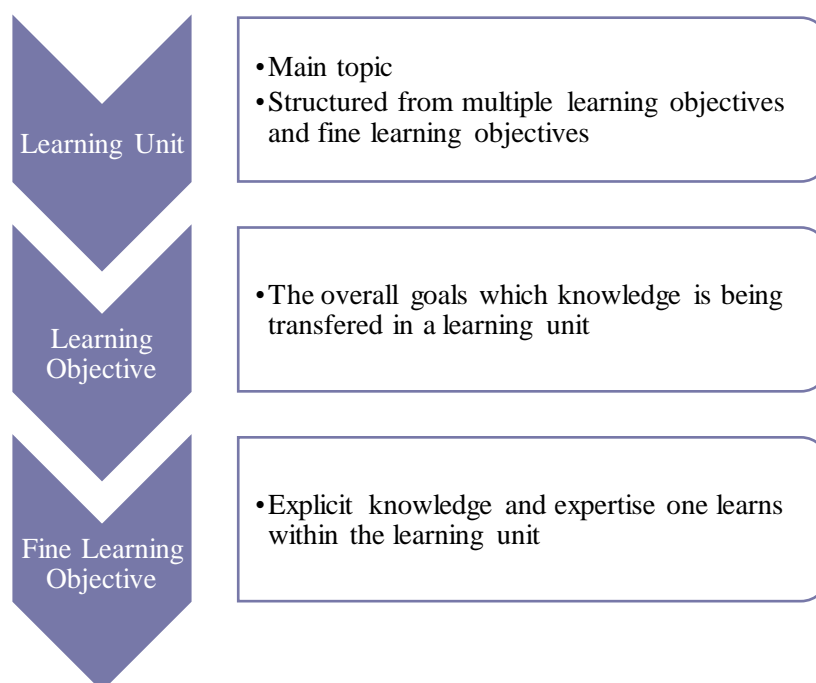
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1. INTRODUCTION

This curriculum has been developed within the Erasmus+ project "Fit4DigiLinE - Fit 4 Digital Linguistic Education" (2020-2023). It serves to provide the framework for the associated learning material.

The curriculum is divided into 10 thematic learning units and has the following structure:



The focus of this curriculum and learning material is on language learning in a digital setting. The main target group is therefore language teachers. However, the individual modules can also be adapted or modified for other areas. On the whole, the content included is relevant to any trainer.

To find out more and stay updated, visit:



Official project website: <https://www.fit4digiline.eu/>



Facebook page: <https://www.facebook.com/Fit4DigiLinE/>

2 CURRICULA

Learning Unit 1: Digital Basics

Chapter	Learning objective	Fine Learning Objective
Basics of digitalization	To know the basic concepts of digital literacy.	You can explain the difference between analog and digital.
		You can explain the terms digitization and digital transformation.
		You will be able to define and differentiate between the terms distance learning, blended learning, flipped classroom.
		You know digital competencies as key competencies and as a prerequisite for full participation in society.
Digital competences	Name and describe digital competencies in general and in relation to education.	You will be able to define digital competencies.
		You know the digital competence model DigComp and can describe its contents.
		You are familiar with the digital competence model DigCompEDU and can describe its contents.
		You have reflected on your own digital competencies.
Digitization in everyday training - challenge and opportunity	To know the opportunities and challenges of digital transformation in adult education from multiple perspectives.	You know that adult education has experienced a digitalization push through Covid19, which influences all actors in the educational process.
		You can reflect on opportunities and challenges of the digital transformation from the learners' perspective.
		You can reflect on opportunities and challenges of the digital transformation from the trainers' point of view.
		You will be able to reflect on opportunities and challenges of digital transformation from the perspective of adult education institutions.
		You know that the use of digital tools in training is about the optimal combination of analog and digital knowledge transfer for best learning outcomes.
		You have considered the moral and ethical impact of digital technology on society.

Learning Unit 2: Teaching Online

Chapter	Learning objective	Fine Learning Objective
Planning Online Lessons	To know how to plan an online lesson.	You can design the structure of an online lesson.
		You can tell which tools you can use to improve your lessons, and which won't bring anything interesting to the class.
		You know how to motivate your students to keep learning outside of the class.
		You know how to combine the use of physical materials that students have at home and electronic materials over the computer.
Implementation of Online Lessons	To know about the structure of an online lesson and how to conduct it.	You know how to start the class and engage everyone in it.
		You know how to effectively give instructions to your learners.
		You know how to keep your students interested until the end of the class and how to wrap up the lesson.
		You can provide (or show your students how to look for) exercises to further practice the subject seen in class.
		You can make your students interested in actually learning in your classes and not just fill in an exercise book.
Measures to improve the Quality of Teaching	To know about improvement options for lessons.	You know how to effectively evaluate your student's knowledge and which tools to use.
		You can use your student's experience with the assessment methods to improve them where necessary.
		You can share your experience with colleagues so that both of you learn how to give the best possible, and most effective, learning experience to your students.
		You know the advantages of teaching online but also the disadvantages and how to overcome them.

Learning Unit 3: Creating Digital Learning Materials

Chapter	Learning objective	Fine Learning Objective
A few things to think about before you start	To know all aspects before creating online learning material.	You are able to take into consideration didactic aspects for creating digital learning materials.
Text	To know how to create text elements.	You know that you can edit and share e.g. Word Documents online.
		You know that there are editable documents and reading-only documents and how to create them.
		You know apps for editing PDFs.
Presentations	To know how to create presentations.	You know what to consider when creating a presentation.
		You know how to design your presentation.
		You are able to enrich your presentation with additional elements.
		You know about the challenges and advantages of Online-Presentations.
		You know the different apps for creating presentations and their advantages / disadvantages.
Images	To know how to use images.	You know what images you are allowed to use (Copyright issues).
	To know how to create visual materials.	You know the different apps for creating visual materials.
Video and Audio	To know about the basics of audios and videos.	You know, what to consider for using audios or videos.
		You know where to find and use existing audios or videos.
	To know how to create learning videos.	You know what equipment is required for producing a video.
		You know the different types of learning videos.
		You know how to edit and export a video.
		You know how to upload a video on YouTube.
	To know how to create audios.	You know how to record your voice and cut the audio.
		You know where to publish a Podcast.

Learning Unit 4: Digital and Online Tools

Chapter	Learning objective	Fine Learning Objective
Digital tools	To know about digital tools and their use cases.	<p>You know different considerations about using digital tools.</p> <p>You know what tools to use in synchronous and asynchronous teaching.</p>
	To know how to choose a tool based on specific needs/requirements.	You can name different use cases for different tools.
Learning Platforms	To know why and how to use learning platforms.	You know why learning platforms are important for digital and online education.
		You know about the different methods in using a learning platform.
		You know about the technical aspects when choosing a learning platform.
		You know about the most common learning platforms.
Online Meeting Tools	To know the most common online meeting tools.	You are able to name the most common online meeting tools.
		You know Microsoft Teams and how to use the functions.
		You know Zoom and how to use the functions.
		You know Google Meet and how to use the functions.
Collaboration Tools	To be able to reflect the possibilities of collaboration online.	You know about the different ways of collaboration in an online setting.
	To know how to use apps for collaboration.	<p>You know the different apps for collaborative tasks.</p> <p>You are able to use tools for collaboration.</p>
Feedback-Tools	To know the pedagogical use case for digital feedback tools.	You know why digital tools are useful for audience responses.
		You know when to use tools for feedback.
	To know how to use apps for feedback.	<p>You know the different apps for feedback.</p> <p>You know how to use tools for feedback.</p>

Learning Unit 5: Teaching languages with digital tools

Chapter	Learning objective	Fine Learning Objective
Identifying suitable tools and resources	To know how to find and evaluate tools and resources that meet the teachers/trainers' requirements.	You know where and how to look for digital tools for teaching languages.
		You know how to critically assess tools to find those that best suit you and your learners.
Games for language learning	To be able to use some tools for creating and playing games in the language classroom.	You know some tools for creating and playing educational games.
		You can create games tailored to your learners and to the language skills that are to be practiced.
		You can find suitable games created by others.
Bringing the real world into the language classroom	To be aware of the possibilities offered by digital tools to bring real-world experiences into the language classroom.	You can find suitable songs and can use/create activities that are tailored to your learners / the skills that are to be practiced.
		You can find and access online radio stations broadcasting in different languages.
		You can find suitable videos and can use/create activities that are tailored to your learners / the skills that are to be practiced.
		You know some places to find reading material online.
		You can create and use activities using online texts.
		You know some ways of using online tools to promote interaction with real people.
		You are able to tailor online interactions to suit your learners.
Activating learners	To be able to guide the learners to produce their own material using the target language with the help of digital tools.	You know some digital tools which students can use to produce their own material using the target language.
		You can decide on suitable activities using digital tools for particular purposes.
other tools for language learning	To know some other useful tools for language learning activities.	You know some useful online dictionaries and other reference sites.
		You can guide learners in how to use online reference materials in order to advance their own language learning.
		You know some ways of using Google tools to promote language learning.
		You know some tools for practicing pronunciation.
		You know some other tools that can help with classroom management and production of learning materials.

Learning Unit 6: E-Moderation - Dealing with Learners when Teaching Online

Chapter	Learning objective	Fine Learning Objective
Communication with Learners	To be able to communicate with learners effectively and affectively.	You will know some of the major available digital resources used for communication with learners.
		You will be familiar with what to consider when using video conferencing tools & LMS, i.e. how these tools work in general when teaching online.
		You will be familiar with both affective teaching as well as active listening to better communication with learners.
		You will have basic guidelines to establish acceptable online etiquette for both how and when teachers and learners can contact each other during and outside class time, as well as how and when to use the camera and microphone appropriately.
		You will know how to appropriately present yourself physically, e.g. correct posture, as well as how to create a classroom environment conducive to learning with an appropriate background and lighting.
How to build a good Relationship with Learners	To be able to build relationships and trust with learners for successful classes.	You will know how to introduce yourself and establish a base for development of the relationship learner < > educator.
		You will be familiar with various rapport building methods and activities.
		You will be able to encourage proactive learning, i.e. being a facilitator, and showing the importance of learning on one's own to build trust and success of activities or assignments done alone or outside of class time.
		You will be familiar with different online behavioral issues scenarios and possible solutions to these, e.g. The learner refuses to use the camera. What actions could you take?
		You will have a basic understanding of inclusivity, to tend to the needs of individual learners to work with them both in groups as well as one-to-one in an emotionally secure atmosphere.
How to motivate Learners for Participating in Online Classes	To know how to motivate learners to participate and take an active role in class.	You will be familiar with how to use your own voice and gestures to keep a class dynamic, e.g. using tone & tempo of voice appropriately.
		You will know different apps currently available to generate interest in class material, e.g. audience response systems.
		You will be able to engage learners visually, pairing gestures with voice with Total Physical Response.
		You will be able to create opportunities for learners to apply knowledge to personalized real life activities, using techniques like <i>wait time</i> and <i>warm calling</i> .

Learning Unit 7: Evaluation of the Learners' Learning Progress/Assessment

Chapter	Learning objective	Fine Learning Objective
How to assess the Learning Progress	To know different forms of online examination, as well as how to formulate effective tests.	You will know different forms of online examination in relation to online language teaching, such as in-class speaking and listening exams, software or apps which use AI to grade, and online live proctored exams.
		You will be able to identify learners who are lacking behind and possible solutions to boost their progress.
		You will understand the difference between formative and summative assessments and their use to evaluate learners throughout the learning process.
		You will be familiar with different platforms with Dropbox functions for assignments, such as Moodle, to leave feedback.
Developing Online Tests/Quizzes	To be able to develop online language tests and demonstrate a learner's knowledge.	You will know how to create an online written or listening test and set its corresponding parameters with tools such as Moodle, Kahoot! etc.
		You will be able to design in-class speaking activities to test a learner's knowledge.
		You will be able to develop two-part tests: The first part to be done alone and based on language application ability, and a second complementary part to be done orally in class with the educator to prove understanding of knowledge seen in the first part.
		You will be able to encourage learners to test themselves by engaging learners and testing their knowledge at the same time by using different online resources like Prezi or Canva for different assessment scenarios.
How to organize Online Tests	To be able to organize, carry out, and follow up with online tests.	You will know how to designate tests according to learning objectives, i.e. which types of tests best fit groups or which are best administered to be done alone.
		You will be aware of appropriate time limits and possible restraints like IT problems, and online test procedures.
		You will be familiar with various forms of following up with tests, whether it be correcting text with suggestions on Google Docs, or using applications like Screencast-O-Matic to leave recorded video with your feedback.
How to assess the Participation of the Learners	To know how to assess participation and keep track of attendance.	To be aware of different learning styles and personalities.
		To know some of the current resources available, i.e. specific apps or software, to assess cooperation/ participation.
		To be able to informally, not in a test format, assess learners' participation in class, e.g. the ability of a learner to apply language appropriately.

Learning Unit 8: IT Security and legislation in digital teaching

Chapter	Learning objective	Fine Learning Objective
IT Security	To know how to explain the meaning of IT security and describe core tasks.	<p>You will be able to explain the term IT security.</p> <p>You will be able to name the four essential sub-areas of IT-security.</p>
IT threats and protective measures	To know threats to IT security and describe protective measures.	<p>You will be familiar with external attacks on IT systems and will be able to describe the most important ones.</p> <p>You know which precautionary measures apply when dealing with e-mails.</p> <p>Know how you can make your own contribution to IT security.</p> <p>You know the measures that are taken by IT security.</p>
Basics of data protection	To know for what the General Data Protection Regulation (GDPR) stands for.	<p>You know what data the GDPR protects.</p> <p>You know how the GDPR is regulated in EU.</p>
Contents of the GDPR	<p>To know what personal data is.</p> <p>To know how to handle personal data.</p>	<p>You can list examples of personal data.</p> <p>You know under which conditions personal data may be processed.</p> <p>You know how to remove the personal reference of data.</p> <p>You know which data is sensitive data.</p> <p>You know the rights of affected persons.</p> <p>You know how the GDPR must be complied with in companies.</p>
Data protection in teaching and learning settings	To know how to handle personal data in teaching and learning settings.	<p>You know which data you can collect from participants and under which conditions.</p> <p>You know the problems regarding data protection when using external digital tools.</p>
Copyright in teaching and learning settings	To know the basics of copyrights and how to use Open Educational Resources.	<p>You know the definition of copyright.</p> <p>You know under which conditions you may use other people's resources.</p> <p>You know how to find and use Open Educational Resources.</p>

Learning Unit 9: Taking Care of yourself as a digital language educator

Chapter	Learning objective	Fine Learning Objective
Time Management	To know how to manage and save time in planning lessons.	You will become familiar with ways in which to manage and save time when planning your lessons.
Separating Work and Private Life	To know the division of personal life and work.	You will be able to distinguish between private and work life in order to effectively separate the two homes.
		You will be able to develop an efficient routine while working from.
		You will be familiar with practical methods to draw a line between your workspace and homelife when telecommuting.
		You will learn how to contact with learners, at which hours and through which channels.
		You will be able to prioritize tasks and therefore work more effectively.
How to stay healthy	Be able to promote physical health while teaching online.	You will learn how to promote your physical health, i.e. through exercises that can be done in the office/home.
		You will become familiar with useful tips for online teaching.
		You and your students will know how to apply ergonomics in order to optimize efficiency of online lessons.

Learning Unit 10: Useful Hints for Troubleshooting

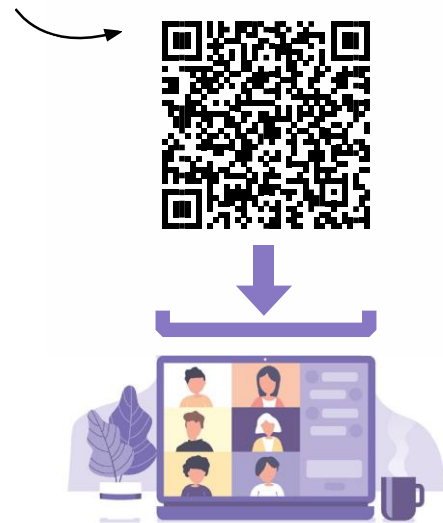
Chapter	Learning objective	Fine Learning Objective
How to solve easy Problems	To know solutions for simple problems which occur before, during and after class.	You will know how to solve simple problems that occur during/before/after class, e.g. camera/sound not working, unstable internet connection, etc.
		You will learn where to find help on the internet; advice, technical support etc.
		You will be able to avoid problems by making a checklist of things to do before the lesson starts.
		You will become familiar with common situations which arise and their solutions by keeping a record of incidents.
		You can apply these techniques for troubleshooting common issues with online courses.
Who can I contact in case of error messages	To know who to turn to in the event of technical issues.	You will become aware of who to turn to when there are malfunctions/problems, i.e. in-house support, teacher networks, online help pages, YouTube tutorials, your company and other trusted channels.
		You will know ways in which you can communicate with your students in case of technical problems.
		You will learn to develop protocols to deal with these situations.

3. LEARNING MATERIAL

The learning material based on this curriculum can be found under the following link:

<https://www.bit-academy.eu/group/1924/?wt=a8e231a6-d5a6-40a0-8da9-936c1f2ae67c>

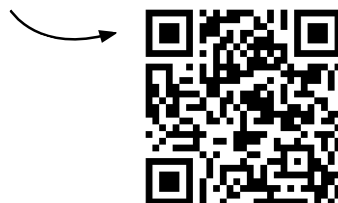
or you can use the QR-code.



In addition, there is a **self-evaluation tool** linked to both this curriculum and the learning material, which language teachers and other interested parties can use to test their knowledge of digital language teaching.

This self-evaluation tool can be accessed via the following link or QR Code:

<https://reflect.fit4digiline.eu/>



*»Technology will never replace great teachers,
but in the hands of great teachers, it's transformational.*

George Couros



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Stay tuned on Facebook  or our project website to receive more information on digital language education (@fit4digiline).

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