



Co-funded by the
Erasmus+ Programme
of the European Union



Teacher Induction Programme

Module 7: Developing
supporting materials and using
ICT

WP2 - Deliverable D2.2.

<https://empowering-teachers.eu/>

The creation of this publication has been co-funded by the Erasmus+ grant program of the European Union under grant no. 626148-EPP-1-2020-2-PT-EPPKA3-PI-POLICY. This publication reflects the views only of the author. Neither the European Commission nor the project's national funding agency are responsible for the content or liable for any losses or damage resulting of the use of this publication.



Co-funded by the
Erasmus+ Programme
of the European Union



Date



© Copyright 2021 LOOP Consortium

This document may not be copied, reproduced, or modified in whole or in part for any purpose without written permission from the LOOP Consortium. In addition, an acknowledgement of the authors of the document and all applicable portions of the copyright notice must be clearly referenced.

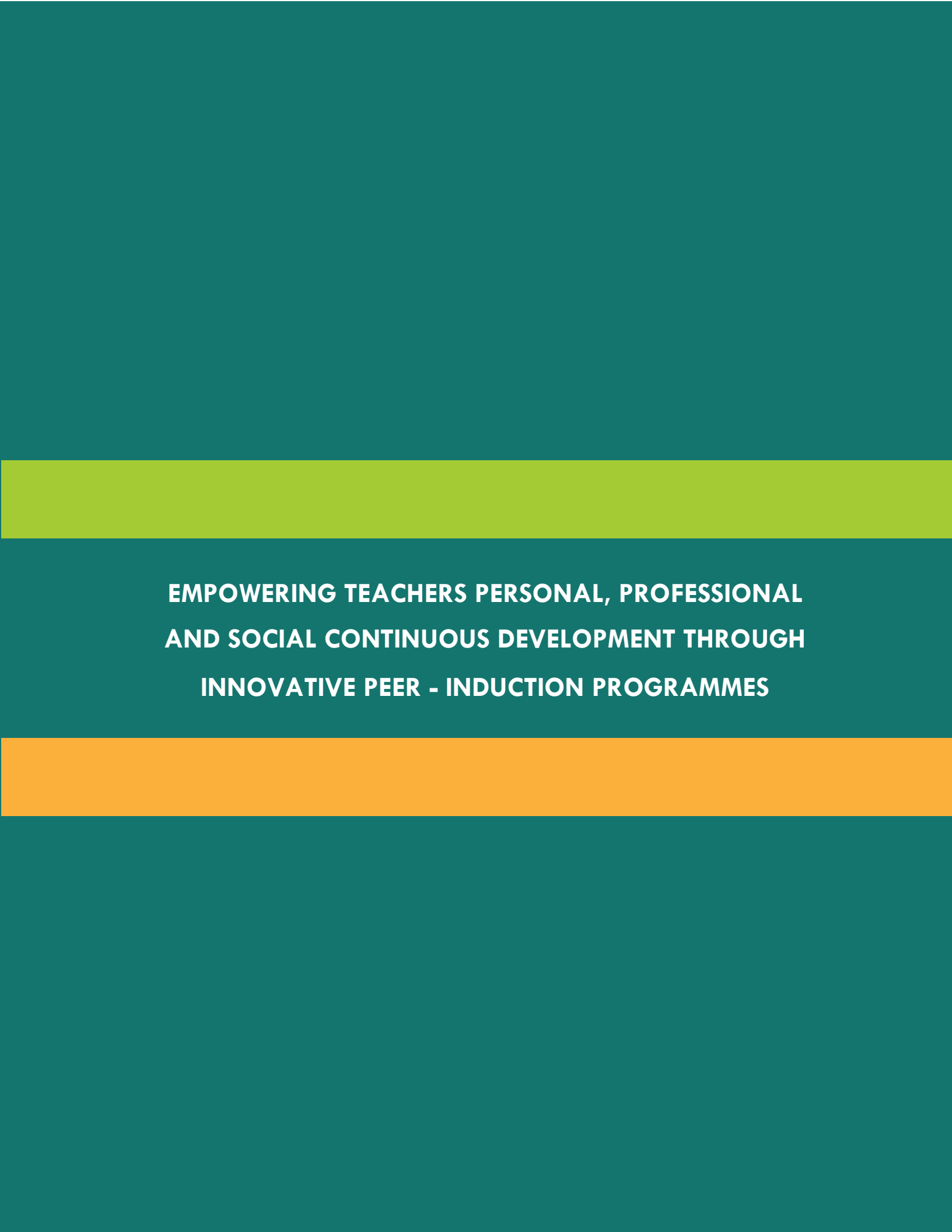
All rights reserved.

This document may change without notice.



Contents

Developing supporting materials and using ICT	6
7.1 DEVELOPING SUPPORTING MATERIALS	7
7.2 USE OF TEACHING APPROACHES OTHER THAN FRONTAL TEACHING	9
7.3 LIST OF ONLINE TOOLS	22
7.4 GUIDE FOR A MENTOR DISCUSSION	27



**EMPOWERING TEACHERS PERSONAL, PROFESSIONAL
AND SOCIAL CONTINUOUS DEVELOPMENT THROUGH
INNOVATIVE PEER - INDUCTION PROGRAMMES**



Developing supporting materials and using ICT

A. What is the main idea/goal/objective of this module?

The implementation of the *Developing supporting materials and using ICT* module aims to provide the new teachers and NQTs with a plethora of useful material and approaches that will assist them in their interactions with their mentor and their students and help them to become more effective and satisfied.

B. Expected learning outcomes:

- The NQT will get familiar with alternative delivery methods and practical approaches.
- The NQT and the mentors will gain access to templates and guides that will help them interact more efficient and structured.
- The mentor will be familiarised and opened up for the potential issues and open questions that a new teacher might face.
- The NQT will get an overview of non-traditional pedagogies.
- The NQT will get exposed in various case studies and good practice examples that aim to inspire and quid his/her practice.
- The NQT and the mentor will be introduced to a number of online tools for interactive learning, communication, content creation etc.

C. Activities, presentations and other materials included in the module

ELEMENT	Target audience	Type of resource	Time for resource	Area
7.1 Developing supporting materials	NQT and mentor	Presentation, list	45 minutes	Pedagogical/ didactical
7.2 Use of teaching approaches other than frontal teaching	NQT and mentor	Presentation	90 minutes	Pedagogical/ didactical
7.3 List of online tools	NQT and mentor	List, presentation	45 minutes	Pedagogical/ didactical
7.4 Guide for a mentor discussion	Mentor	Guide	30 minutes + 90 minutes	Pedagogical/ didactical

7.1 Developing supporting materials is a presentation that helps the NQT reflect on how to prepare lesson materials to support his/her teaching. The document is useful in a self-study scenario and it can also serve as a departure point for a reflection with the mentor.



7.2 Use of teaching approaches other than frontal teaching is a somewhat extensive presentation that includes an introduction on different teaching approaches to support teachers with practical tips. Some methodologies such as Flipped Classroom or Inquiry Based Learning are presented more in depth, while there are also several other techniques briefly mentioned that might be easily integrated in any lesson plan.

7.3 List of online tools is a compilation of various free online resources that the teacher might use for several different purposes.

7.4 Guide for a mentor discussion is an aid for the mentor when preparing for a 1:1 discussion session with the NQT.

D. Suggestion for the implementation of the module

As stated at other points in this document, this is one of the modules where the NQT can draw from his/her experience and actively contribute to the discussion with the mentor or even in broader circles. The mentor should support the NQT to express himself/herself more actively in this module.

A good core of the module would be the discussion of the mentor and the NQT. The mentor can use 7.4 to prepare for this discussion. Other elements in the module (7.1, 7.2 and 7.3) can also provide departure points for a joint discussion while they can also be usable in a self-study context by the NQT independently.

7.1 DEVELOPING SUPPORTING MATERIALS

How to develop supporting teaching materials

Learning materials in teaching are crucial to the success of student achievement. That is, the instructional components of lesson planning in teaching depend on the selection of teaching materials. "Teaching materials" is a generic term used to describe the resources teachers use to deliver instruction. Teaching materials can support student learning and increase student success. Ideally, the teaching materials will be tailored to the content in which they're being used, to the students in whose class they are being used, and the teacher. Teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning.

In this session you will find information that will help you through a session sharing good practices with your new colleagues.



Different types of supporting materials

- **Traditional resources**
lectures, talks, writings, project rubrics, guidelines, textbook primers, reference books, extra-readings, teacher and student-created summaries, workbooks, supplementary material such as flashcards and charts, etc.
- **Digital media**
Explainer videos, photos, presentations, infographics, talking-head videos, audio summaries, podcasts, etc.
- **Open resources**
Expert blogs, open-source journals, public databases, open courseware, forum discussions, memes, etc.
- **Testing resources**
Standardized tests, classroom assignments, online submissions, quizzes, essays, collaborative projects, etc.

Student Learning Support

Learning materials are important because they can significantly increase student achievement by supporting student learning. For example, a worksheet may provide a student with important opportunities to practice a new skill gained in class. This process aids in the learning process by allowing the student to explore the knowledge independently as well as providing repetition. Learning materials, regardless of what kind, all have some function in student learning.

Adopt existing materials

A good starting point of creating supporting material can be to adapt existing or easily available materials to suit your teaching/learning needs. Using existing materials can save time. Some reasons existing or easily available materials may have to be adapted include:

- Unsuitable material level
- Too long or short
- Adapt for specific use
- Adapt to student learning styles

Lesson Structure



Learning materials can also add important structure to lesson planning and the delivery of instruction. Particularly in lower grades, learning materials act as a guide for both the teacher and student in that they offer a valuable routine. For instance, if you are a language teacher and you teach new vocabulary words every Tuesday, knowing that you have a vocabulary game to provide the students with practice regarding the new words will both take pressure off of you and provide important practice (and fun) for your students.

Differentiation of Instruction

Instructional differentiation is also a part of the learning experience in the classroom. The learning materials differentiate according to the types of learning styles. Differentiation of instruction is the tailoring of lessons and instruction to the different learning styles and capacities within your classroom. Learning materials such as worksheets, group activity instructions, games, or homework assignments all allow you to modify assignments to best activate each individual student's learning style.

Acquiring Teaching Materials

Attaining teaching materials is not difficult. There are plenty of instructional resources to support lesson planning and teaching. The Internet has many resources for teachers, most of them free that can significantly increase the contents of your teaching toolbox. You can also make your own materials. Every learning material you develop will be an asset to you when you next teach a similar unit. An investment of time or money in good teaching materials is an investment in good teaching. Additionally, sharing learning material with colleagues is a practice that can support the new teachers and increase the amount of materials available per subject.

7.2 USE OF TEACHING APPROACHES OTHER THAN FRONTAL TEACHING

It is important for any teacher to be always open to innovation, to trying out new methods and approaches, to keep up-to-date with the development of the professional field and with the general pedagogical advances. It is a sign of a good teacher that he/she is always willing and eager to learn something new.



It might be a bigger challenge to get some of the more experienced teachers to try out something other than ex-cathedra frontal teaching. Looking at you, dear mentor. ☺ This entire module offers a great opportunity for both the mentor and the NQT to explore matters together. In the field of ICT, the NQT surely has something he/she can share with the mentor or perhaps an even bigger audience. Similarly in the field of pedagogy the initial studies at the university have certainly changed since the days when the mentor was receiving his/her training. It is an opportunity to discuss about it.

Below we list just a couple of approaches that are more or less widely used in classrooms today and often taught also at initial teacher training studies. In this module the list along with some pointers might be used as a presentation or perhaps even an invitation to experimentation.

Flipped classroom

What is the flipped classroom?

The flipped classroom is an instructional strategy that reverses the learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom to increase **student engagement** and **active learning**. As Abeysekera and Dawson (2015) define in their terms, the flipped classroom is 'a set of pedagogical approaches that:

- move most information-transmission teaching out of class
- use class time for learning activities that are active and social and
- require students to complete pre- and/or post-class activities to fully benefit from in-class work.

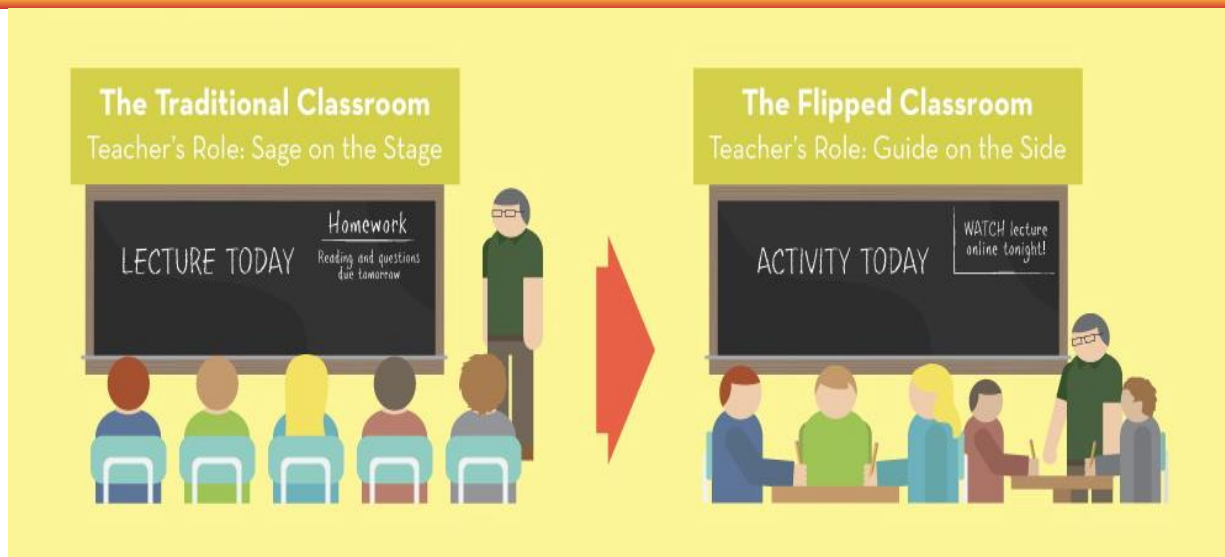


Figure 8: Flipped classroom (source: the infographic by Knewton "[The Flipped Classroom](#)")

Flipped classroom characteristics

- More active than passive
- Not a "one size fits all" approach
- There is an element of creativity/thoughtfulness to the design
- Lecture/materials outside of class with a mechanism for accountability / incentivized activities
- Apply/practice concepts in class through active learning

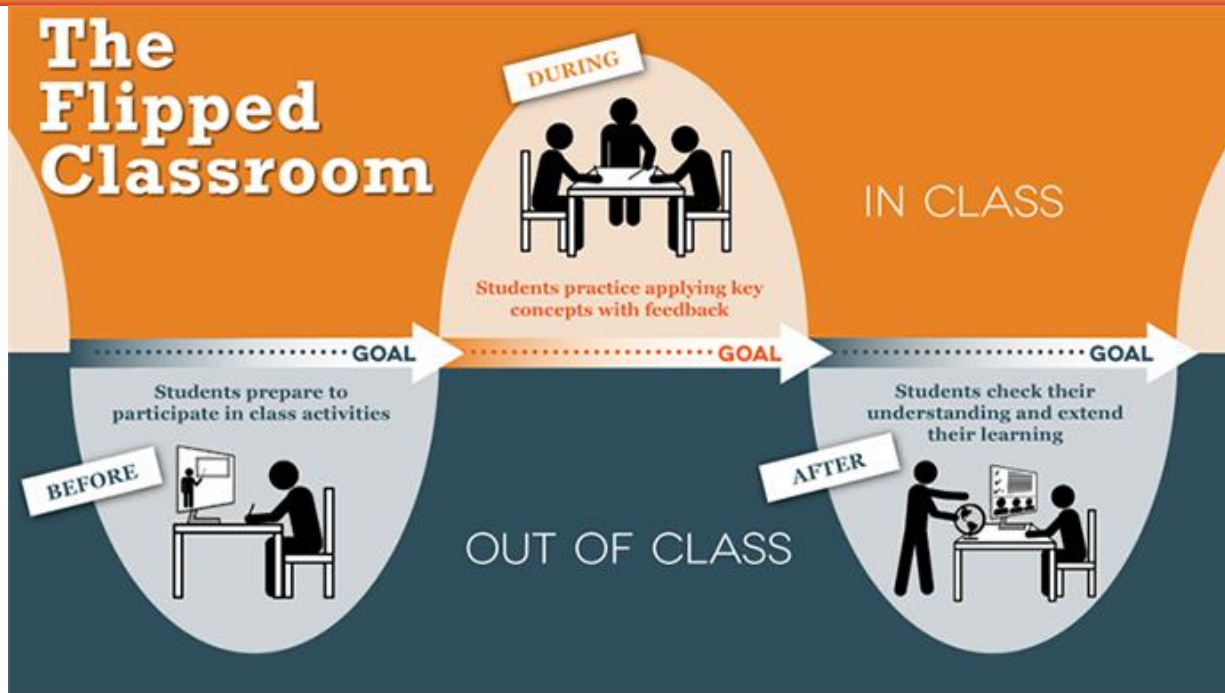


Figure 9: The flipped workflow. (Source: [Flipped Classroom](#) by University of Texas Faculty Innovation Center)

Flipped classroom benefits

For Students:

- Student-centered learning approach.
- Review new material at their own pace.
- Gain knowledge of the topic prior to in-class activities.
- More interaction and discussion during class time.
- Students get more individual attention from the instructor, as the instructor circulates around and attends to classroom activities

For school:

- Allows school to apply creativity to their instruction.
- (More) Students come to class prepared.
- Can devote class time to helping students reach higher levels of learning.
- Class becomes a learning community.



- Assess student learning from out-of-class activities and adapt instruction as necessary.

Flipped classroom barriers

- Access to technology
- Technical challenges
- Pedagogical shift
- Time management
- Student engagement and accountability
- Student accommodations (ADA)

Flipped method

Consider the following **flow activities** you want students to do in your flipped classroom:

BEFORE class → DURING class → AFTER class

BEFORE and AFTER class activities are generally not conducted in real time (*asynchronous*).

For example: BEFORE class students read a short article and take an online quiz.

DURING class activities are conducted in real time (*synchronous*).

Before and After class activities do **not** have to be conducted in real time, you have a lot of creativity in designing activities that can be done during a time window for students to complete. Also, these activities can be done in-person and/or online! Let's see some examples of in-person and online before and after class activities:

In-person: attend an event or visit a specific place and write a one page summary about the experience related to the course topics.

Online: watch a TedTalk video and participate in a discussion board regarding the video topic.



BEFORE CLASS

Students prepare for the course topics that may lead toward deeper learning (e.g., analyzing, synthesizing, creating, evaluating) during class time.

For a hybrid/blended course, consider using before class activities as a way to prepare students for the remote session using online resources (Zoom, jotforms, MOOC etc.) Doing this might help make the remote session more engaging as students are more prepared to discuss and share.

AFTER CLASS

Students can follow-up on their learning by reading a few pages from a textbook or a website. Or you can share a few takeaways from the session.

Examples Read select pages from the textbook and answer two of the homework solutions provided.

Students submit their solutions online before they attend the live class session.

Watch a lecture video and take an online mini-quiz

Watch a YouTube video or TedTalk

DURING CLASS

It's important to **consider your course delivery mode** since DURING class activities are conducted in real time (synchronous). During class, students can spend more time engaging in the course topics after they conducted activities before class. Leverage the class time to provide opportunities for deeper learning. Below are some examples based on the course delivery mode:

In-Person Course Examples

- Group Discussions
- Think, Pair, Share
- Student Presentations

Hybrid/Blended & Fully Online Course Examples

- Polling online tools (jotforms, etc.)
- Student Presentations
- Group Discussions using Breakout Rooms in Zoom, etc.

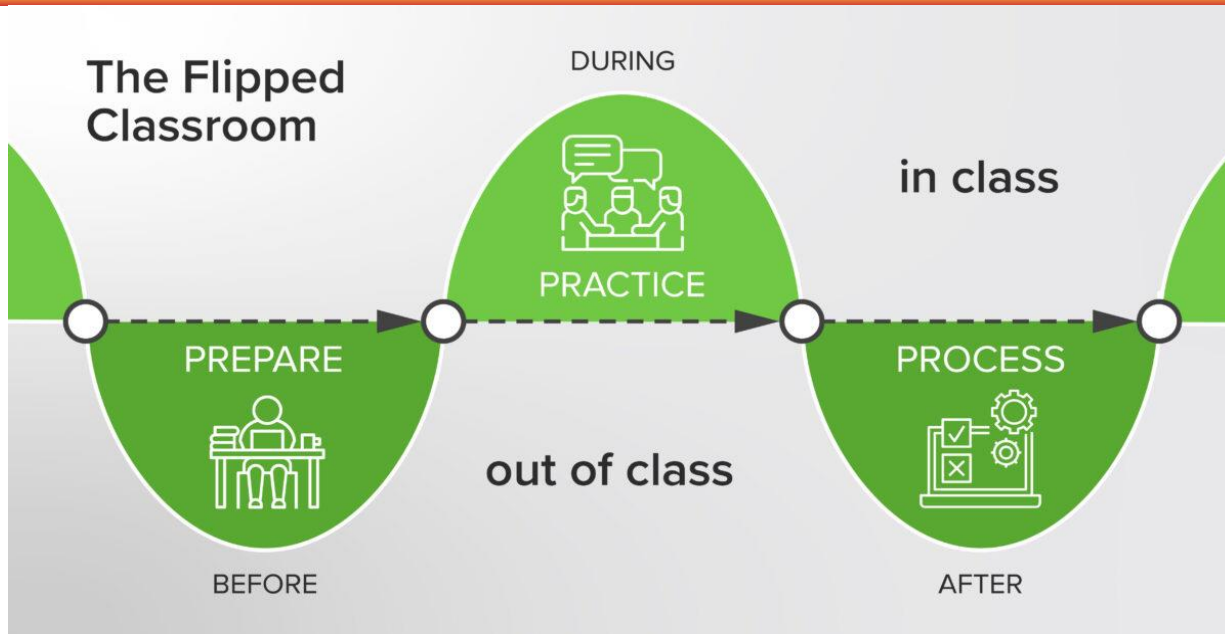


Figure 10: [Implementing a Flipped Classroom in Medical Education](#) (source: Horneffer, 2020)

Inquiry-based learning

What is IBL?

- It is an active approach towards learning and teaching that places learners and students at the centre of the learning process and involves self-direction.
- Students develop knowledge and understanding of scientific ideas as well as an understanding of how scientists study the natural world (Anderson, 2002).

Origins of IBL

- The basic elements of inquiry-based approach have their origins in antiquity, and are apparent in the teaching of Confucius and Socrates (Spronken-Smith, 2007) where their teaching were advocating the **discovery of knowledge** by the learners rather than the transmission of facts.



- It is the American educator and philosopher John Dewey (1859-1952), however, who was largely responsible for promoting 'learning by doing' (Dewey, 1933, 1938).

Key characteristics of IBL

- **Questioning and hypothesis**
Learners asking questions about the world, collecting data, making discoveries and testing those discoveries (de Jong, 2006) or making hypothesis and predictions about natural phenomena (Osborne et al., 2005).
- **Adopting an evidence-based approach**
Learners prioritise evidence collection that allows them to develop and evaluate explanations that address scientifically oriented questions (Grandy and Duschl, 2007).
- **Synthesis and metacognition**
Learners synthesising the obtained information, using metacognitive processes, to formulate explanations to address scientifically oriented questions (Grandy and Duschl, 2007).
- **The nature of Science**
Learners evaluate their explanations in light of alternative explanations particularly those reflecting scientific understanding (Grandy and Duschl, 2007) and the claims of others.

Types of IBL

- **Peer, collaborative inquiry learning**
The emphasis of the model is to facilitate and scaffold learners in dialogue and discussion around the inquiry process.
- **Hypothesis-driven inquiry learning**
The emphasis here lies on the inquiry process beginning with a hypothesis or question and designing or using existing methods to prove it right or wrong.
- **Multiple forms of representation**
Here learners can see and present data in different formats, extracting information from different formats, understanding the relations between changes in representations and changes in actions or observations and helping them to understand the value of these different forms of representation. Use of technology here can have a predominant role.
- **Modelling**
The emphasis in the modelling type is on adopting an evidence-based approach that enables the learner to use modelling as part of the process of investigation.



Models of IBL

Scaffolded Knowledge Integration (SKI)

Students organise and reorganise their ideas with the help of instruction, experience, observation, and reflection (Linn & Hsi, 2000).

The framework is organised around four principles:

- (a) making science accessible for students,
- (b) making thinking visible for students,
- (c) providing social supports for students, and
- (d) promoting lifelong science learning (Williams & Linn, 2002, p. 416).

Knowledge-building community model

Based on the socio-constructivist approach.

- learners should create knowledge through collective and collaborative inquiry
- Knowledge forum is their technological response to the needs of building a KB community through "knowledge-building discourse".

Weinberger, Stegmann, Fischer and Mandl Model (2007)

- Two interlinked iterative cycles of scripted activity in which scientific questions are answered through students building models and testing them out: iterative design/redesign
- (cycle 1): understand challenge, plan design, present and share posters, construct and test, analyse and explain, present and share gallery walk and iterative investigate and explore
- (cycle 2): clarify question, make hypothesis, design investigation, conduct investigation, analyse results, present and share poster session.

This iterative approach therefore helps to reinforce the essence of hypothesis and investigation in inquiry learning.

Learning by Design (LBD)

Learning by Design involves students in a design challenge that students need to solve by using their prior knowledge either individually or in groups.



Figure 11: LBD scheme

Dialogic inquiry

The process of inquiry has three stages (‘research’, ‘interpret’ and ‘present’)

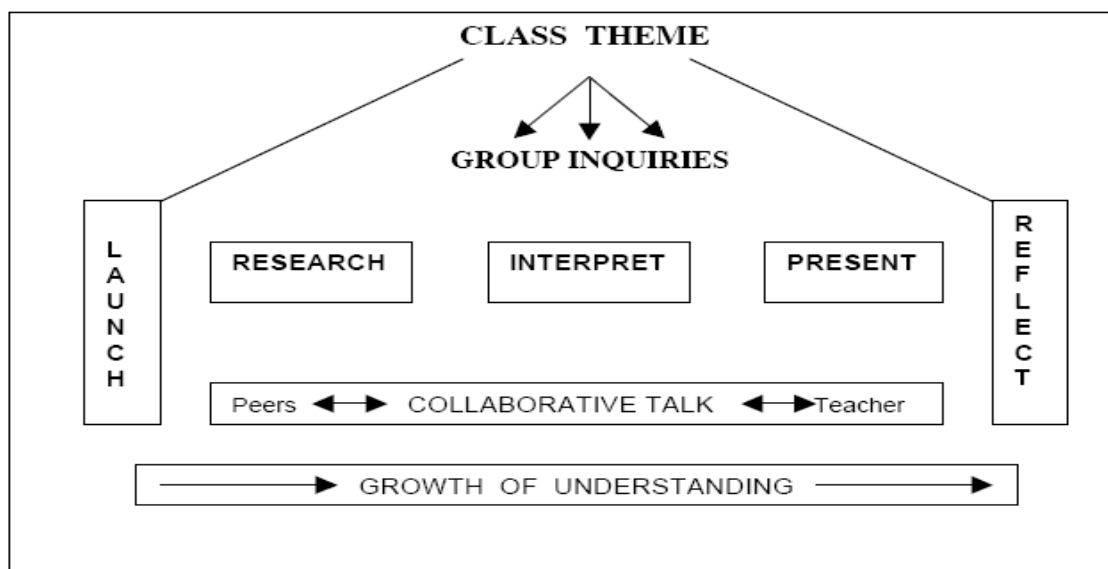


Figure 12: Dialogic inquiry scheme

Cyclic Inquiry Model (CIM)

Created by the University of Illinois at Urbana-Champaign (UIUC).

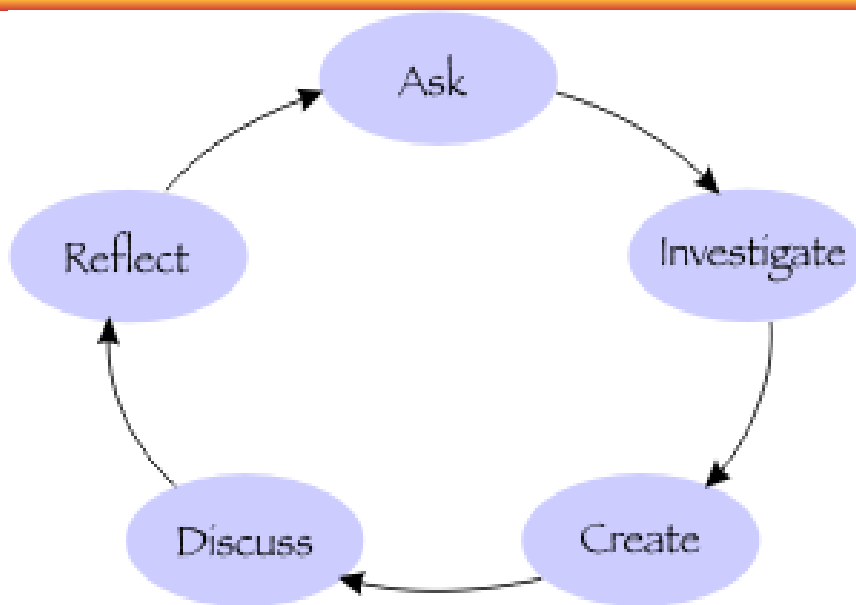


Figure 13: CIM scheme

Other minor strategies you can use in the classroom

Many teaching strategies work for any classroom, no matter what the age of the students or the subject. When a teacher implements a combination of effective teaching strategies, their students have more opportunities to perform better in class. There are many different approaches you can use in your classroom. Above, we presented two methodologies and below, we will shortly list some minor techniques that you can use to integrate them into your lessons on a minor scale. Which ones will work best, depends on your and your students' preferences, as well as your schedule.

Model as you teach



- When presenting a new subject to your class, it helps to include a demonstration. While some students will be able to grasp a new concept by hearing the information alone, others — particularly visual learners — will need to see it.
- In certain classes, this is practically required. For example, when you're teaching a math unit, you'll usually need to display your work on the board, or else your students will be completely lost. This is how the class can follow along with better comprehension.
- Some students will need to see more than one example to get a good understanding. Make sure that you include several different demonstrations for each new unit, as repetition is a big part of committing new ideas to memory. You'll see a big difference in visual students' test scores when you implement this method.

Make mistakes

- Teachers are the ultimate resource for students when it comes to learning. When you are presenting your lesson plans, you usually show the right way to do things. This is a great way to introduce a concept, but you also want to solicit a more in-depth understanding.
- A great way to do this is to make intentional mistakes and ask the class to fix them. If you're an English teacher, you can write an excerpt on the board and riddle it with grammar mistakes. Instruct your students to identify these mistakes and rewrite the passage correctly.
- This method requires kids to apply the knowledge they've gained in class. It also gives you a chance to evaluate how well each student comprehends the subject.
- Once everyone has completed the assignment, you can review it as a class. Show each student how the passage should be written and address any questions that may arise.

Work as a team

- Splitting the class up into different teams to complete an assignment is a teaching strategy that works wonders, especially at age groups where students insist on always working with their tight-knit circle of friends. Group assignments encourage teamwork and help your class to succeed.
- For instance, in science, you can split the class into small groups for lab-based assignments and give each person a certain job to complete. You might have one person perform the experiment, another write notes, and someone else read instructions, for example.



- Make sure to pair children who need extra support with those who have a better understanding of the material. This way, those who are stronger in the subject can share their knowledge to help their peers understand it better.
- All in all, group work is a fun and interactive way to teach a lesson.

Encourage learning from experience

- The best lessons often happen outside of the classroom. Getting out into the real world offers a new perspective for children and can help them gain a more profound understanding of what goes on in the classroom.
- Studying the different types of fish in a local pond is an excellent example of learning from experience. You would start in class, going over the different species and how each animal contributes to the environment around it.
- Once you've completed the lesson, take the class to the local pond. Have them search for the different animals you discussed in class. After locating each animal, they will be able to observe the roles discussed earlier in class.
- Field trips like this offer valuable, real-world experiences to students. They'll gain confidence and motivation in class since they will be able to see that everything they learn has a connection to the world around them.

Let the students teach

- Letting students lead the class in teaching requires preparation and a deep understanding of coursework. You can assign this task individually or break up students into groups.
- The goal of this strategy is to get your students to display the knowledge they have and to share it with their classmates. In order to give a quality lesson, they will need to put extra time into making sure they fully comprehend the project. If they struggle in some areas, they will be motivated to ask questions in order to get the grade.
- You can help students prepare for this assignment by offering a rubric that outlines the areas in which they'll be graded. You might give points based on lesson length, preparation, and creativity. The weight of each section will depend on the project and your preferences. Some teachers also allow the class to grade a section of the assignment. If you choose to go this route, it can be helpful to pass out a scoring guide to the class. This way, each student knows how to grade the "teacher."

Emphasise behaviour management



- Behaviour management is a big part of being a teacher. Teaching strategies often give you plenty of structure regarding how to teach a class, but not how to *control* it. If you are experiencing some behavioral problems in class, programs like [Classcraft](#) can help.
- Built by a teacher, Classcraft blends games and storytelling to motivate students and make learning more fun. Included in its many features is the ability to deliver teacher-designed curriculum in the form of games and Quests; a choose-your-own-adventure. With this game, teachers can align the objectives with the desired behaviour in class. For example, if you want to solicit higher grades on homework, you can offer experience (XP) rewards within the game.
- With XP, students can level up their character and acquire new accessories and abilities. This incentivizes the positive behaviour you are looking for. If you'd like, you can also discourage negative behavior by locking students out of the game or taking away XP points.

7.3 LIST OF ONLINE TOOLS

Here you can find a list with useful online free tools from hosting online classes to content development and content use.

Free software to run your online classes

Zoom

Zoom is probably the most popular online software in the market for holding meetings, classes and online get-togethers, especially since the start of the pandemic.

Zoom offers the following to their users:

- Chat function to chat with your whole class or individual students
- Breakout rooms to separate students into groups for discussions
- Share screen function to share your screen or allow students to share their screen

A built-in whiteboard with text and drawing features to share with your students. The free version allows up to 100 participants, unlimited one-on-one meetings but a limit of only 40 minutes for group meetings.

Google Meet



Google Meet for teachers is another popular software application for online tutors, virtual teachers and anyone conducting classes online because of its integration with Google's suite of other apps like Google Classroom and Google Drive.

Google Meet offers the following free options for its users:

- Share screen to your students
- Adjust your layouts
- Group classes up to 1 hour
- Chat with students in the chatbox
- And other normal features of a virtual video conferencing platform

Anyone with a Google account can create a video meeting or virtual class of up to 100 students (participants) and meet up to 60 minutes for free. If you are conducting one-on-one tutoring classes, you can spend up to 24 hours together.

Gotomeeting

Gotomeeting, as stated on their website, puts the "class in online classes." They are an up-and-coming competitor to some of the larger video platforms because of how they gear their functions to suit teachers and students in an online class.

With their free account, you can expect:

- Personal urls for students to join the class
- Instant messaging, file sharing & screen sharing
- Powerful mobile capabilities for students
- Clean and simple interface with powerful functions

Unfortunately, their free version is quite limiting but it will allow you 40-minute classes/meetings but with only up to 3 participants. Gotomeeting free would be perfect for meetings with 1-3 students for short consulting sessions.

Activities Software

Boom Cards

Boom Cards are self-checking interactive activities that give students real-time feedback on their responses.

Here's how they work:

- You create the Boom Cards in advance or use pre-created decks from other teachers
- You use the fast play option (for free) and get a link to send to students
- Your students are shown one question at a time and given real-time feedback on their answer
- They can correct themselves or simply discard the card
- You can also differentiate instruction with Boom Cards and assign certain cards to certain students

You can only use the fast play option with the free version and you will not be able to track progress but you can upgrade at any time under different price packages.



Nearpod

Nearpod allows teachers to make any lesson interactive. Take those boring worksheets and make them fun and engaging. Or, pull in videos and other interactive content into your Nearpod lesson.

Here is how it works:

- Create a free account.
- Browse Nearpod's thousands of lessons in the Nearpod Library or create your own.
- Once you create your own lesson you just add slides like you would in any presentation software.
- The difference is that instead of just adding text or images (which you still can), nearpod has lots of other fun options like quizzes, polls, and games to make it fun.
- You give your students a code to enter and then you are ready to go.

The difference between Nearpod's free and paid version is the amount of storage you get and the number of students that can join at one time.

Google Classroom

Google Classroom is a free educational technology tool that allows you to create an online classroom, invite your students, and assign homework. You can also discuss assignments with your students online and track their progress.

Online assessment tools

Quizlet

Quizlet is a free tool that helps teachers create learning activities for students, like flashcards, study material and interactive quiz games. The amazing thing about Quizlet is that it can really be used at any grade level and any age. Students love the game-based feature of Quizlet and you are helping them get prepared for assessments without even realizing it.

How it works:

- You, as the teacher, create study sets for your students.
- These study sets can be used as review activities or it can be a quiz game to help students review for a test.
- The student can log in and choose the appropriate study set, either created by the teacher or by others.

Quizlet allows the teacher to:



- Differentiate instruction with the activities that you create
- Teach collaborative skills because students are working together
- Help prepare students for assessments and tests

Kahoot

Kahoot! Is a game-based learning platform that makes it really simple for teachers to create and share learning games or quizzes in a matter of minutes with their students. Once you create a Kahoot quiz or game, you share a simple access code that lets students log on and join the game.

Teachers can create their own assessment games or use premade lessons from other teachers in the Kahoot library.

Here are the steps to making the magic happen in your virtual or online classroom:

- Create – you can design your own kahoot with images and diagrams to make your questions more engaging and to support all learners who are playing
- Play – Once the kahoot is created, teachers share the unique PIN with their students who can join on their own device wherever they are located. It is best played live in a group setting either in a classroom or a virtual classroom. However, teachers can also send challenges that players complete at their own pace (ie: homework or remote learning)
- Share – Kahoots can be shared with the broader Kahoot community which lets others access your Kahoots

Edpuzzle

With Edpuzzle, you can create interactive video lessons with embedded audio notes, assessments, and quizzes. Its analytics tool enables you to track how students are watching your videos and if they understand the content.

Freeonlinesurveys

Freeonlinesurveys is a tool for building online tests, surveys, and forms. You can create quizzes using the drag-and-drop builder and 22 question types and fields, share them with your students and staff members, and analyze responses with its data reporting tool right from your mobile devices.

Design and create content

Canva

Canva is a free tool, although there are premium features you can pay for that lets you create just about anything for your classroom. You can create and design all types of content using their free account can be used with your students in your virtual classroom, or normal classroom.

Canva lets teachers create:

- Worksheets
- Lesson plans
- Presentations
- Posters



- Virtual backgrounds (for Zoom, etc.)
- Documents
- Teaching resume
- Infographics

...and so much more!

Google Slides

Google Slides, while more limiting than Canva, is another easy-to-use, free tool for teachers to use to make lessons, presentations and content for their classroom.

Part of the Google Suite of apps, Google Slides acts as your web-based presentation tool similar to applications like powerpoint or Keynote. With a free Google account, you have access to Google Slides and can create unlimited presentations to use in your classroom.

Simply go to Google Drive and make a new Google Slide presentation. You can choose from their pre-made templates or make your own.

Once you have made your presentation template you can add:

- Images
- Text
- Audio
- Video
- Shapes
- Tables
- Charts
- Diagrams

You can customize color, font and all the normal features of a presentation program.

Since it is part of the suite of Google Apps, you can have students create their own presentations collaboratively or individually. Google slides can also be shared with others with ease of use or you can download them as PDF files.

Content Source for Teachers

Ted-Ed

Ted-Ed is a platform that enables you to create educational lessons. You can build a lesson around video content and create assignments to assess how well students understand the material. You can



also use ready-made videos from the specially curated “TED-Ed Originals” section that features lessons made by educators around the world.

Youtube Teachers

Youtube Teachers is a youtube channel that allows you to leverage educational videos to inspire and engage your students. It contains over 400 video playlists created by leading organizations and industry experts such as the Khan Academy, Ted-Ed, and PBS.

Youtube Edu

Youtube Edu is another educational youtube channel that provides extensive playlists on various subjects, from physics and chemistry to filmmaking and public speaking.

Kahn Academy

Kahn Academy is a non-profit educational organization with the goal of creating a set of online tools that help educate students. It contains short lessons in the form of videos and its website also includes supplementary practice exercises and materials for educators. It has produced over 8,000 video lessons teaching a wide spectrum of academic subjects, originally focusing on mathematics and sciences. All resources are available for free to users of the website and application.

Ted Talks

Ted Talks are videos from industry experts and innovators on science, tech, business, and education subtitled in over 100 languages. You can integrate Ted Talks into your lessons to spark creativity and innovation in the minds of your students.

Google Books

Google Books is a service from Google Inc. That provides access to unlimited books and magazines that Google has scanned, converted to text, and stored in its digital database. You can save, bookmark, or download books relating to the concepts you want to teach in class.

7.4 GUIDE FOR A MENTOR DISCUSSION

It is important to take some time to discuss matters concerning the topic of this module in term of the relevant local context of the NQT.



This discussion might be a more ad hoc reflection after a specific lesson or a structured and planned discussion. For an ad hoc evaluation of the use of ICT a list of questions provided below might serve as a reference:

- What ICT did I use today?
- Did the use of ICT went well?
- How was the ICT activity integrated into the normal running of the classroom?
- What skills do I need in order for the ICT activity to succeed?
- How did I ensure that all students had access to the ICT activity?
- What were the learning outcomes for the students in ICT?
- What assessment opportunities were there?
- How does this experience add to my understanding of teaching ICT capability in literacy development?
- What will I do next time?
- How will I improve my approach in the next lesson?
- What other ICT tools do I need to improve the technology integration in to the school?

In a planned discussion the mentor should make sure to present the school context to the NQT.

It is a great opportunity to use this module to try and motivate the NQT to share more actively from their perspectives, knowledge and experience.

A potential outline of a discussion:

1. School amenities (room, equipment, software) concerning the availability of ICT and common agreements, practice of use. (20 minutes)
2. Feedback from the NQT on the existing situation. What would be most beneficial for addition What is his/her previous experience, experience of initial teacher training? (20 minutes)
3. What are some of the tools that the NQT uses? Can he teach something practically, show how he/she uses it? Are any of the tools suggested in the module of use or an added value to the induction programme. (30 minutes)

Joint reflection on what would the benefits and concerns using ICT be. (20 minutes)



Co-funded by the
Erasmus+ Programme
of the European Union



INOVA+

INOVA + Innovation Services SA



Ministry of Education and
Science of Portugal



REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION

Ministry of Education, Republic of
Slovenia



Instituto Educativa Político (Insti-
tute of Educational Policy)



Casa do Professor



Institute of Education of the
University of Lisbon



Univerza v Ljubljani

University of Ljubljana



ΠΑΝΕΠΙΣΤΗΜΙΟ
ΠΕΛΟΠΟΝΝΗΣΟΥ
UNIVERSITY of the PELOPONNESE

University of Peloponnese



IDEC SA



Fundación Universitaria Balmes



Association Petit Philosophy



Libera Università del
Mediterraneo Jean Monnet

LOOP

EMPOWERING TEACHERS PERSONAL, PROFESSIONAL AND SOCIAL

CONTINUOUS DEVELOPMENT THROUGH INNOVATIVE PEER - INDUCTION PROGRAMMES

<https://empowering-teachers.eu/>

The creation of this publication has been co-funded by the Erasmus+ grant program of the European Union under grant no. 626148-EPP-1-2020-2-PT-EPPKA3-PI-POLICY. This publication reflects the views only of the author. Neither the European Commission nor the project's national funding agency are responsible for the content or liable for any losses or damage resulting of the use of this publication.