

# Plan for embedding TELTA key concepts

Technology Enhanced Learning, Teaching and Assessment  
(TELTA)

Al-Azhar University  
Birzeit University  
Hebron University



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# 1. Aim, objectives and approach

The aim of this plan is to support the innovative and effective use of technology enhanced learning, teaching and assessment (TELTA) among academic staff and student teachers in BA Primary Education Degree Programmes in partner universities in Palestine.

Now that the TELTA Introductory course is developed for all students and enrolled on the BA Primary Education Degree Programmes and also the TELTA minor courses are developed as optional specialisation pathways in the teacher education programme, it is important to ensure infusion of TELTA into other relevant courses in the Major programme.

Work package 3 seeks to develop and empower academic staff and students in their everyday ICT use so that it becomes an integral part of their work and study process. The experiences that students and academic staff gain from now on through the TELTA introductory course and TELTA minor will continuously develop and extend this capacity. To disseminate the TELTA key concepts (see appendix 1 for an overview of all concepts) in relevant BA Primary Education Degree Major courses the Deming cycle will be used. This iterative four-step management method will be helpful for the control and continual improvement of educational processes and products.

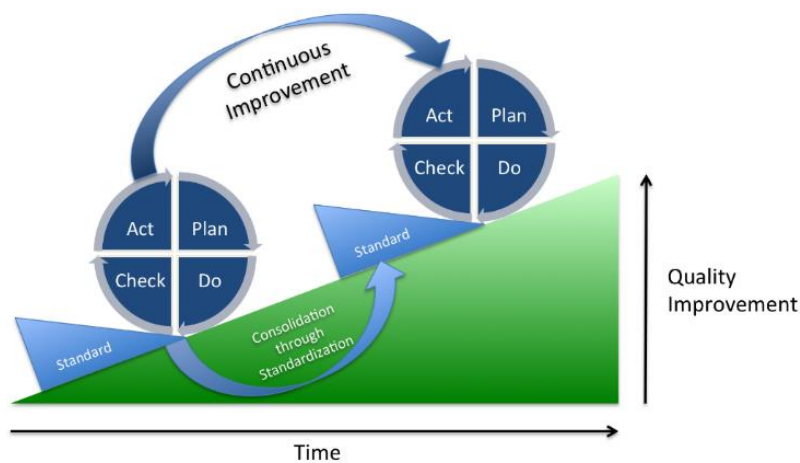


fig. 1 Deming Cycle

## 2. General tasks and actions

To develop and empower academic staff and students in their everyday ICT use so that it becomes an integral part of their work and study process, means that they will need to work from at least a basic level of media and digital literacy and move towards developing improved, modern pedagogical and instructional strategies while developing knowledge and understanding of the pedagogical aspects of ICT use (TPACK). It will be important for staff to develop further understanding and commitment to the important role that teacher education plays in teaching children as well as students how to interact, communicate and work in digital environments in a safe and vigilant matter.

Therefore the university of Al-Azhar, Birzeit and Hebron keep focusing on development, implementation, evaluation and revision of:

- the TELTA introductory course and related frameworks and course documentation;
- the TELTA minor and related frameworks and course documentation;
- the TELTA concepts in courses of the Primary Education Degree Major.

General actions that can be taken to accomplish the above are outlined in the table below.

Purpose	Actions	Detailed aspects	Communication style
Technical Workshops	Training of the use of ICT in a technological way.	Technical training in the SLR	Functional, on a website or by email, Informal by pamphlets with quotes
Pedagogical workshops	Training of the use of ICT in a pedagogical way.	Pedagogical training in the SLR	Functional and irrational, on a website or by email, Informal by pamphlets with quotes
Instruction cards	Brief instructions for the use of the equipment	Small cards with point by point instructions	Functional on small laminated postcards
Video	Short video clips for the use of the equipment	Max. a few minutes instructions how to use the equipment technically but as well didactical	Functional and irrational on a website
Peer	Co-teaching	Teachers are learning from each other teaching together	Functional and irrational team up between two or more teachers
Peer	Critical friends/peer observations	Teachers are learning from each other practice by peer consultation	Functional and irrational team up between two or more teachers
Good practices	Disseminating good practices across the university	Dissemination of videos from good practices case studies Video's with Short responses from students about the good practices	Functional and irrational on a university intranet website
Professional Learning Community	Learning from other higher education institutes		Functional and irrational on a university intranet website
Media centre	Borrowing equipment	Teachers can borrow specific equipment to try new equipment	Functional and irrational, in the SLR
Media centre	Browsing time at the SLR	Every two week a special timeslot the SLR will be open for everybody to experiment with new equipment	Functional and irrational
Teasers	Dropping funny irrational teasers across the university	Effective use of informal communication	Irrational by pamphlets with teasing quotes from students concerning one of the characteristics across the university

### 3. Plan of Al-Azhar University, Gaza

	Action	Do	Contact person and key concepts (in cursive)	Time
1.a	Series of Technical Workshops	IT specialists will train educational faculty members on using IT apps that are needed for supporting teaching methods.	<ul style="list-style-type: none"> <li>Montaser Al-Halabi (<i>strategy</i>)</li> <li>Mr. Akram abu Hamam (ICT tools/apps: <i>Google Drive, Classroom, Docs &amp; Sheets, Forms</i>)</li> </ul>	2018-2019 15 working hours
1.b	Evaluation of Workshops	Each workshop will be evaluated by an evaluation form (incl. quality criteria) in order to find out the progress, challenges and impact and also to collect and disseminate good practices.	<ul style="list-style-type: none"> <li>Dr. Ali Abu Zaid</li> </ul>	2018-2019
1.c	Follow-up of Workshop and experiments with IT usage in teaching methods	Collect data from teachers that have attended the workshops and tried different combinations in their classes. Evaluate together important findings.	<ul style="list-style-type: none"> <li>Dr. Ali Abu Zaid, Montaser Al-Halabi</li> </ul>	2018-2019
2.a	Series of Pedagogical workshops	Educational specialists will train IT specialists how to utilize Teaching and Learning methods effectively (TPACK).	<ul style="list-style-type: none"> <li>Dr. (looking for a nominee) (<i>TPACK</i>)</li> </ul>	2018-2019 15 working hours
3.a	Peer discussion	IT and Education faculty members discuss possible combinations of IT apps and teaching methods and evaluate outcomes of these combinations tried out in experiments in Major courses.	<ul style="list-style-type: none"> <li>All faculty members</li> </ul>	2018-2019 15 working hours
3.b	Presentation	Presentation about 21 <sup>st</sup> Century Skills: How to use critical thinking in learning (working with ideas from students”; how to use blogs, padlets in your class; and how to evaluate your classes.	<ul style="list-style-type: none"> <li>Montaser Al-Halabi</li> </ul>	2018-2019
4.	Experiments in Major courses	<p>a. Usage of CK, PCK and technology to give students the opportunity to use technology, while learning and to provide them with pedagogical methods that enhances their learning.</p> <p>b. Use recording tools to record lectures (2<sup>nd</sup> SEM 18-19); Evaluate use of Google Classroom as a platform to upload contents and communicate with students (end of 1<sup>st</sup> SEM 18-19) Use Google Classroom as a forum in order to facilitate student discussion (1<sup>st</sup> SEM 19-20) Publish results of Experiment (b) as action research paper (19-20)</p> <p>c. Use of 21<sup>st</sup> Century Skills to support Critical thinking through learning at classes and to reflect this critical thinking on their daily life.</p>	<ul style="list-style-type: none"> <li>Dr. looking for a nominee</li> <li>Montaser Al-Halabi</li> <li>Montaser Al-Halabi, Ali Abu Zaid, the nominee</li> </ul>	2018-2019
5.	Good practices	Disseminating good practices across the university (and other universities by publishing)	<ul style="list-style-type: none"> <li>Dr. Ali abu Zaid</li> </ul>	2018-2019

## 4. Plan of Birzeit University

	Action	Do	Contact person and key concepts (in cursive)	Time
1	Sharing expertise	a. Usage of key concepts in major courses (to give students the opportunity to use technology, while learning and to provide them with pedagogical methods that enhances their learning ) and b. being an expert or contact person for other colleagues.	Dr. Hasan Abdel Kareem ( <i>TPACK; tools: Moodle, Socrative</i> )  Sr, Fatima Kaloti Hallak ( <i>TPACK, 21st Century Skills, Blended learning, Flipped classroom, self-determination, Creative thinking; tools: Kahoot, Google apps, trello, Atlas, Camtasia</i> )  Dr. Ahmad AlJanajreh ( <i>Blended Learning; tools: Moodle, Google apps, Survey monkey, Socrative, Kahoot, Padlet, Trello, Edmodo, Camtasia</i> )  Dr. Fatima Mohammed ( <i>Creative thinking strategies, Flipped classrooms; tools: Edmodo and Kahoot</i> )  Mousa Khaldi ( <i>Educational Psychology; Tools: Socrative, Padlet, Moodle</i> )	2018-2019
2	Develop further understanding	Experiment with new tools and study new key concepts to become an expert in using it	Dr. Hasan Abdel Kareem ( <i>Gamification and Flipped classroom</i> )  Dr. Fatima Kaloti Hallak ( <i>Media pedagogy, Creative thinking, Cognitive load theory, SAMR and how to use VR in education</i> )  Dr. Ahmad AlJanajreh ( <i>how to use VR and AR in education</i> )  Dr. Fatima Mohammed ( <i>Creative thinking strategies such as thinking routines, Flipped classrooms especially for Cambridge unlock for EFL students, Problem-posing questions</i> )  Dr. Mousa Khaldi ( <i>How to use tools and technology more effectively and to use technology in teaching using relevant websites, databases</i> )	2018-2019
3	Professional Learning Community	Learning from other higher education institutes by: - working together with IT faculty of Birzeit - make good practices available for other universities - set up exchange visits with Hebron University	Dr. Anwar Hussein -Abdel Razeq The whole educational department will be involved	2018-2019
4	IT-EDU committee (proposal is written)	Use expertise and IT logistics from the IT faculty and work together with the IT Faculty to embed the key concepts further	Dr. Ahmad AlJanajreh	2018-2019

## 5. Plan of Hebron university

	Action	Do	Contact person and key concepts (in cursive)	Time
1.a	Series of Technical Workshops	IT specialists will train educational faculty members on using IT apps that are needed for supporting teaching methods.	<ul style="list-style-type: none"> <li>• Dr. Mohanad Omar Al-Jabari (<i>strategy</i>)</li> <li>• Dr. Khalil Massie (ICT tools/apps: <i>Google Drive, Classroom, Docs &amp; Sheets, Forms</i>)</li> <li>• Excellence Centre (Dr. Ahmed Al Atawneh, Chairmen) will be informed</li> </ul>	1 <sup>st</sup> SEM 2018-2019 15 working hours
1.b	Evaluation of Workshops	Each workshop will be evaluated by an evaluation form (incl. quality criteria) in order to find out the progress, challenges and impact and also to collect and disseminate good practices.	<ul style="list-style-type: none"> <li>• Dr. Mohanad Omar Al-Jabari</li> </ul>	2018-2019
1.c	Follow-up of Workshop and experiments with IT usage in teaching methods	Collect data from teachers that have attended the workshops and tried different combinations in their classes. Evaluate together important findings.	<ul style="list-style-type: none"> <li>• Dr. Mohanad Omar Al-Jabari</li> </ul>	2018-2019
2.a	Series of Pedagogical workshops	Educational specialists will train IT specialists how to utilize Teaching and Learning methods effectively (TPACK).	<ul style="list-style-type: none"> <li>• Dr. Nabil Toneli (<i>TPACK</i>)</li> <li>• Excellence Centre (Dr. Ahmed Al Atawneh, Chairmen) will be informed</li> </ul>	2018-2019 15 working hours
3.a	Peer discussion	IT and Education faculty members discuss possible combinations of IT apps and teaching methods and evaluate outcomes of these combinations tried out in experiments in Major courses.	<ul style="list-style-type: none"> <li>• All faculty members</li> </ul>	2018-2019 15 working hours
3.b	Presentation	Presentation about 21 <sup>st</sup> Century Skills: How to use critical thinking in learning (working with ideas from students”; how to use blogs, padlets in your class; and how to evaluate your classes.	<ul style="list-style-type: none"> <li>• Dr. Amro Isaifan</li> </ul>	2018-2019
4.	Experiments in Major courses	<p>a. Usage of CK, PCK and technology to give students the opportunity to use technology, while learning and to provide them with pedagogical methods that enhances their learning.</p> <p>b. Use recording tools to record lectures (2<sup>nd</sup> SEM 18-19); Evaluate use of Google Classroom as a platform to upload contents and communicate with students (end of 1<sup>st</sup> SEM 18-19) Use Google Classroom as a forum in order to facilitate student discussion (1<sup>st</sup> SEM 19-20) Publish results of Experiment (b) as action research paper (19-20)</p> <p>c. Use of 21<sup>st</sup> Century Skills to support Critical thinking through learning at classes and to reflect this critical thinking on their daily life.</p>	<ul style="list-style-type: none"> <li>• Dr. Nabil Toneli (a)</li> <li>• Dr. Mohanad Omar Al-Jabari (b)</li> <li>• Dr. Fadel Ab Aqeel (c)</li> </ul>	2018-2019
5.	Good practices	Disseminating good practices across the university (and other universities by publishing)	<ul style="list-style-type: none"> <li>• Dr. Mohanad Omar Al-Jabari (ad 1.c)</li> </ul>	2018-2019

## Appendix 1 Theoretical concepts of TELTA

TPACK model	TPACK (Technological, Pedagogical and Content Knowledge), is a useful model for educators as they begin to use digital tools and strategies to support teaching and learning. This model is designed around the idea that content (what you teach) and pedagogy (how you teach) must be the basis for any technology that you plan to use in your classroom to enhance learning.
SAMR Model	The Substitution Augmentation Modification Redefinition Model offers a method of seeing how computer technology might impact teaching and learning. It also shows a progression that adopters of educational technology often follow as they progress through teaching and learning with technology.
The 21st century skills	21st century skills comprise skills, abilities, and learning dispositions that have been identified as being required for success in 21st century society and workplaces. Many of these skills are also associated with deeper learning, which is based on mastering skills such as analytic reasoning, complex problem solving, and teamwork. These skills differ from traditional academic skills in that they are not primarily content knowledge-based.
Blended learning	Blended learning is an education program (formal or non-formal) that combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace.
Gamification	Gamification is the application of game-design elements and game principles in non-game contexts. Gamification commonly employs game design elements to improve user engagement, organizational productivity ,flow , learning ,and evaluation.
Digital literacy	Digital literacy refers to an individual's ability to produce clear information through writing and other forms of communication on various digital platforms. Digitally literacy showcases an individual's grammar, computer, writing, and typing skills on platforms, such as, social media sites and blog sites. Digital Literacy also includes other devices, such as, smartphones, tablets, laptops and desktop PCs.
Media pedagogy	Media Pedagogy is the discipline that deals with the theory and practice of teaching and how these influence student learning by the use of media.
Educational design	Instructional design (ID), or instructional systems design (ISD), is the practice of creating instructional experiences which make the acquisition of knowledge and skill more efficient, effective, and appealing.
Four in balance monitor	In essence, the successful introduction of ICT in education involves striking the right balance between four basic elements: vision, expertise, content and applications, and infrastructure. Having better technical facilities does not automatically lead to more computer use. Considering the human elements (for example making a vision explicit in a policy plan or receiving training) will not lead to the long-term use of ICT if the necessary technical facilities are not available at the same time. It is possible to strike the right balance between the human and technical elements if the stakeholders – teachers, school managers and school boards – work together.
(Cyber)bullying	Cyberbullying and Cyber harassment are also known as online bullying. It has become increasingly common, especially among teenagers. Cyberbullying is when someone, typically teens, bully or harass others on social media sites. Cyberbullying allows bullies to easily and anonymously harass victims online.
Creative thinking strategies	Creative thinking strategies are used to help us use our brains in a different way - to change our usual thinking process. Creative thinking is a way of divergent thinking and helps to be imaginative. It can generate many possible solutions.
Mindset	A mindset is a set of assumptions, methods, or notations held by one or more people or groups of people. A mindset can also be seen as incident of a person's world view or philosophy of life. A mindset may be so firmly established that it creates a powerful incentive within these people or groups to continue to adopt or accept prior behaviors, choices, or tools.
Cognitive load theory	Cognitive Load Theory (or CLT) is a theory which aims to understand how the cognitive load produced by learning tasks can impede students' ability to process new information and to create long-term memories.
Self-determination theory	Self-determination theory (SDT) is a macro theory of human motivation and personality that concerns people's inherent growth tendencies and innate psychological needs. It is concerned with the motivation behind choices people make without external influence and interference. SDT focuses on the degree to which an individual's behavior is self-motivated and self-determined.
Flipping the classroom	A flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional 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. In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home while engaging in concepts in the classroom with the guidance of a mentor.
Social constructivism	According to the theory of social constructivism, social worlds develop out of individuals' interactions with their culture and society. Knowledge evolves through the process of social negotiation and evaluation of the viability of individual understanding. Basically, every conversation or encounter between two or more people presents an opportunity for new knowledge to be obtained, or present knowledge expanded. The exchange of ideas that goes along with human contact is at play here.



## Appendix 2. Curriculum overview TELTA key concepts

	<b>Al-Azaar University, Gaza</b>	<b>Birzeit University</b>	<b>Hebron University</b>
TPACK model	Course 1 Course 2 Course 3 Course 6 Course 7 Course 8	Course 1 Course 2	Course 1 Course 2 Course 3 Course 6 Course 7 Course 8
SAMR Model	Course 2 Course 3 Course 6 Course 7 Course 8		Course 2 Course 3 Course 6 Course 7 Course 8
The 21st century skills	Course 1 Course 2 Course 3 Course 5	Course 4	Course 1 Course 2 Course 3 Course 5
Blended learning	Course 2 Course 3 Course 4	Course 1 Course 2 Course 5	Course 2 Course 3 Course 4
Gamification	Course 1	Course 2 Course 3 Course 4	Course 1
Digital literacy	Course 3 Course 6	Course 6	Course 3 Course 6
Media pedagogy	Course 6		Course 6
Educational design	Course 1 Course 5	Course 1 Course 3 Course 5 Course 7	Course 1 Course 5
Four in balance monitor	Course 6	Course 1	Course 6
(Cyber)bullying	Course 8		Course 8
Creative thinking strategies	Course 8	Course 4	Course 8
Mindset	Course 1 Course 8		Course 1 Course 8
Cognitive load theory	Course 5		Course 5
Self-determination theory	Course 1 Course 5 Course 9	Course 3 Course 5	Course 1 Course 5 Course 9
Flipping the classroom	Course 1 Course 2 Course 3		Course 1 Course 2 Course 3
Social constructivism	Course 1 Course 9	Course 2 Course 4 Course 5	Course 1 Course 9