Slide 1

Let's just take a bit of time to recap some of the important aspects we've covered this week.

Slide 2

We're going to think about why it's important to understand these concepts and why they’re important to the C-DELTA curriculum.

Slide 3

The view of digital literacy that's presented in this C-DELTA curriculum is that people's use of technology varies depending on their contexts and their needs. There's no such thing as a single standard of digital literacy and there's no one sort of typical digital education leader.

Slide 4

What a digital education leader needs to be able to do is to use technology and to understand the purpose for its use. The concepts that we've spent week one exploring are important because they underpin the curriculum. You need to be able to understand your own digital identity before you can understand and support somebody else's. What is innovative and appropriate in digital education in one country or context is not necessarily the same in another. We know our digital practices are different and what's important is we are able to understand what they are and then support others in engaging in ways that are relevant and useful for them.

Slide 5

Being a digital education leader is not just about your ability. It's also about your practice. You need to be able to understand your practice and reflect on it because the way you use technology is going to be different from somebody else. You need to be able to understand other people's needs and influence and support them in the directions that they need to go in. This will put you in a good position to be able to help others use digital technology in education.

Slide 6

Here are two visual ways of thinking about digital identity and being a digital education leader that were presented in our concept document. On the left, we have the pyramid model of digital literacy. That works on the basis that people need to have access to digital technologies and an awareness of how to use them before they can develop skills and practices. As they become better and more familiar with using digital technology for a particular purpose it begins to influence how they go about doing things. The digital practitioner framework on the right-hand side has digital literacy at the core. That refers to the concept that we were talking about earlier that digital education leaders need to have their own set of practices, abilities and capabilities to use digital technology before they can think about how to apply it in the field of education and then lead others to doing this in their own contexts. So, that just covers some of the core concepts from C-DELTA curriculum and explains to you why it's been important that we spent the first week reflecting on our own and other people’s digital identities/footprints. Thank you