



# DigiLit Leicester

Project Activities

Short Report

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### Introduction

The *DigiLit Leicester* project is a two year collaboration between Leicester City Council, De Montfort University and 23 of the city's secondary schools<sup>1</sup>. The project focuses on supporting secondary school teaching and teaching support staff in developing their digital literacy knowledge, skills and practice, and their effective use of digital tools, environments and approaches in their work with learners.

The project team began by working alongside the 23 schools, to develop the *DigiLit Leicester Framework*. This framework defines six key strands of digital literacy for secondary school staff: *Finding, Evaluating and Organising; Creating and Sharing; Assessment and Feedback; Communication, Collaboration and Participation; E-Safety and Online Identity; Technology supported Professional Development* (Fraser *et al*, 2013).

An online survey was developed, linked to the framework, designed to support staff in reflecting on their use of technology to support teaching and learning, and to provide schools and the Council with information to inform future planning around professional development.

The survey was first open between April and July 2013, during which time 450 members of teaching and teaching support staff participated; approximately 24 per cent of all eligible staff (Atkins *et al*, 2013).

This report focuses on activities undertaken by the DigiLit project team and the BSF schools between January 2013 and April 2014. Recommendations for areas of focus and activity were developed in line with the strengths and gaps indicated by the 2013 survey findings. These recommendations were used to drive and frame a range of opportunities for staff and schools. In keeping with the projects commitment to both working in partnership with schools, and supporting access to opportunity as widely as possible, activities were organised in two key ways:

1. Activities designed and managed by the DigiLit Leicester team.
2. Activities which were proposed and designed by the schools.

The project team have taken an iterative approach to their work with the schools, in order to support engagement in a way that best suits the needs of their communities. This phase has enabled us and the schools to evaluate which approaches have been successful and where we need to further refine our approach. All 23 schools have actively engaged with one or more of the project activities.

This report collates activities that have taken place across Leicester between January 2013 and May 2014, some of which are currently ongoing. During this period, the DigiLit team led on six events and projects, and 21 school-led projects were undertaken.

All reports, and resources created by activities associated with the *DigiLit Leicester* project are released under an open license so that others can use and build on them.

The key action areas identified to take the project findings and recommendations forward during the period were:

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<sup>1</sup> See Appendix A for a list of the schools involved in the project.

- Support staff at all levels by providing opportunities to move forward in areas of practice identified by the survey - sharing and extending practice, or developing new skills & increasing confidence
- Support links between and across schools by providing opportunities to meet and connect, including through sharing practice and the promotion of *Technology Supported Professional Development* approaches
- Build on the high levels of confidence in online identity & e safety across the city, promoting and supporting advanced practice
- Support the safe, responsible and effective use of collaborative and social technologies
- Complete work that provides accessible information to secondary school staff on open licensing and Open Educational Resources for professionals working in secondary education

The project, in partnership with the schools, has carried out work in all of these areas, including the commencement of a project in May 2014 relating to raising knowledge and awareness of Open Educational Resources and open licencing.

The 2014 DigiLit Leicester survey was open between 17 March and 16 May 2014. Once collected and analysed, this data will be used to review current recommendations and their related action priorities, in the context of this year's successes and identified issues.

This document provides a brief overview of the activity, for a more extensive report containing further information and detail on all the activities and projects please see:

[DigiLit Leicester: Project Activities Report](#)

Activities organised and implemented centrally, by the DigiLit Leicester project team, between January 2013 and April 2014. Wherever possible, activities have taken place within BSF Programme schools, allowing colleagues from across the city to visit other, often newly built, teaching spaces, and increase accessibility for staff working at the host school.

### e-Safety Pioneer Event

20 November 2013

This event was designed to provide staff with an opportunity to network with other *E-Safety and Online Identity* Pioneers from across the city, to begin plans for Safer Internet Day 2014 and to receive a briefing on the latest e-safety issues, research and resources. The project worked in partnership with Childnet International, a leading e-safety organisation, who delivered the briefing and provided a briefing resource.

Further Information: <https://lccdigilit.our.dmu.ac.uk/2013/12/03/digilit-e-safety-pioneer-event/>

### Leadership Briefings

Schools Leadership Briefings are designed to ensure school leaders are aware of and up to date with current, effective approaches to using technology to support learning, teaching and school community development. The project has run two well received briefings so far, with further events scheduled for 2014.

### Blogging and QuadBlogging

28 November 2013

This session provided an introduction to Quadblogging, an approach which offers schools an opportunity to sign up and blog together in groups of four. Each school takes it in turn, on a weekly basis, to be the focus school; posting about general class work or an agreed topic shared by all four schools. The remaining three schools then comment on the focus school's blog. Quadblogging creates an authentic audience for learners, providing the opportunity for discussions with learners from other schools.

Further information: <https://lccdigilit.our.dmu.ac.uk/2013/12/09/leadership-briefings-blogging-and-quadblogging/>

Staff from nine of our BSF Schools attended the event: Beaumont Leys School, The City of Leicester College, Crown Hills Community College, Fullhurst Community College, Judgemeadow Community College, The Lancaster School, New College Leicester, Rushey Mead School and Soar Valley College. BSF staff were also joined by teachers from a number of the city's primary schools.



## Student Digital Leaders

28 January 2014

This briefing addressed Student Digital Leaders (SDLs) initiatives, which represent a creative and effective approach to supporting learners who are enthusiastic about technologies and playing an active role in school ICT development and use. Programmes usually involve one or more students in each class being identified as digital leaders. SDLs are then responsible for supporting the school community in their use of technology. This could be through trialling of devices or techniques, making recommendations about the best technologies and apps to use for specific tasks, providing training to peers or staff members, or being able to provide basic technical support in the classroom.

Further information: <http://lccdigilit.our.dmu.ac.uk/2014/02/12/sdl/>

The session was attended by staff from both secondary and primary schools. Seven of the BSF schools were in attendance: Beaumont Leys School, The City of Leicester College, Crown Hills Community College, Hamilton Community College, Judgemeadow Community College, Millgate School and Rushey Mead School.

## TeachMeet Event

18 March 2014

The DigiLit Leicester team worked in partnership with the Vocational Education Support Agency (VESA) to organise a TeachMeet - an informal gathering of people who work in and around education sharing effective practice through short presentations or demonstrations.

The following presentations were made:

- Dan Williams - Session Builder and the SOLO Taxonomy
- Adil Jaffer – Reducing teacher ‘talk’ time
- Farid Charidine - Keeping it fresh! Following social trends to create resources
- Kate Keaveny - Creating eBooks on iPads for international projects
- Reggie Grant - Using media for literacy
- Jo Badge - QR Codes for paired reading
- Doug Dickinson - Read it from the bottom up!
- Pete Sanderson - Using apps to support independent learning
- Simon Renshaw - Using hinge questions and the Quick Key app
- Dan Williams and James Corbett - Technology Battle!
- Kirsty Colburn-Hayes - Using iTunesU to develop schemes of work and courses

Further information, links to presentations and related resources:

<http://lccdigilit.our.dmu.ac.uk/2014/03/20/tmdl14/>

The evening was open to staff from all sectors, and attendees represented a range of institutions, including the city's universities, colleges, secondaries and primary schools. The event was also live streamed, so that it could be viewed from anywhere via an internet connected device. Twitter was also used for attendees at the event and at distance to

discuss the presentations and share useful resources, sharing the hashtag [#TMDL14](#). Representatives from five of the BSF schools attended in person: The City of Leicester College, Crown Hills Community College, Keyham Lodge School, Sir Jonathan North Community College and Soar Valley College.

## Autism and Online Safety

1 March 2014 – 20 June 2014

This project addresses an identified gap in local and national e-safety provision, relating to e-safety guidance for staff who support learners on the autistic spectrum.

The project has three specific objectives:

- To increase the knowledge and expertise of BSF school staff who work with young people on the autistic spectrum in relation to e-safety practice, particularly in relation to understanding and managing potential risks for this group of learners.
- To support young people on the autistic spectrum in BSF schools by promoting a positive, fun and safe experience of technology
- To create guidance and materials to support staff not directly participating in the development and design of the project.

The DigiLit Leicester team are supporting a project partnership between three BSF schools - Ellesmere College, Nether Hall School and West Gate School - and Childnet International. The project will develop e-Safety guidance and information relating to learners on the autistic spectrum. As well as increasing the knowledge and expertise of school staff in relation to e-safety practice, the guidance aims to help promote a positive, fun and safe experience for autistic spectrum disorder (ASD) learners.

Further Information: <http://lccdilit.our.dmu.ac.uk/2014/02/20/e-safety-autism/>

## Twitter for Educators

5 March 2014

The Twitter for Educators staff development sessions were designed to support staff in using Twitter to support professional development.

Two sessions were held: a beginner workshop, aimed to get staff up and running with Twitter and to introduce the basics and an intermediate workshop, offering essential tips and tools for improving the Twitter experience.

Further Information: <http://lccdilit.our.dmu.ac.uk/2014/05/20/twitter4cpd/>

20 members of staff attended the workshops, representing nine of the BSF schools: The City of Leicester College, English Martyrs' Catholic School, The Lancaster School, Millgate School, Nether Hall School, Rushey Mead School, Sir Jonathan North Community College, Soar Valley College and St Paul's Catholic School.

## DigiLit Resources

In order to support staff in independently developing their skills and confidence, resources were collated under each of the six theme areas. Reviewed on a regular basis, the resources are further organised into those most suitable for staff at the Entry and Core levels, and those that Developer and Pioneer level staff may find useful.

Resources are hosted on the DigiLit project blog, and recommendations from staff across the BSF schools or the wider education community can be made directly to the specific resource page.

Further Information: [DigiLit Leicester Resources](#)





Corrina developing her skills in using the school's VLE (Moodle) so that the interactive resources she creates can be shared with students.

Further information: <https://lccdигilit.our.dmu.ac.uk/2014/02/05/interactive-maths-resources-an-update/>

### **Flipped Classroom**

Mark Ostler, Faculty lead for Humanities at St Paul's Catholic School  
Individual Award January 2014 – March 2014

Mark used his individual award to trial a flipped classroom approach, which involves videos and resources being shared with students as homework for them to review prior to lessons, with class time then used for discussion and enquiry based tasks. Mark carried out the trial with a Year 9 class (aged 13-14) over one unit of work, collecting data on student attainment and student opinions as part of the evaluation.

Further Information: <http://lccdигilit.our.dmu.ac.uk/2014/01/20/flipped-classroom/>

### **iPad Orchestra**

Ellen Croft, Creative Curriculum Leader at Ash Field Academy  
School Award December 2013 – May 2014

Ash Field's project focuses on the use of musical apps and light systems to enable students with special educational needs to create a piece of music. The school have worked with creative practitioners to design a scheme of work which culminated in a performance of the piece developed by the students. Explorations were also made into the use of visual representation of the music, to provide students with the opportunity to explore and create light sculptures.

Further information: <https://lccdигilit.our.dmu.ac.uk/2014/05/15/ipad-orchestra-reflections-on-impact/>

### **Project Programming**

Alan Wileman, Head of ICT at English Martyrs' Catholic School  
School Award April 2014 – July 2014

Staff at English Martyrs' will be working in collaboration with students on a project which will create resources and activities for the new Computing Curriculum. A student digital leaders group has been formed specifically for the project, with students from across all year groups. The resources created through the project will be shared openly for other schools to use and build upon.

The school will be experimenting with a range of programming tools to support learning. These include: Kodu, a visual programming language developed by Microsoft; Raspberry Pi, a single-board computer used to teach basic computer science elements and Lego Mindstorms, a series of customisable and programmable robot kits.

Staff and student digital leaders will work together to create a range of resources, including apps and worksheets. The school will also keep a blog to allow the resources and processes to be shared and for others to provide feedback on the project's work.

Further information: <http://lccdигilit.our.dmu.ac.uk/2014/05/16/project-programming-an-innovation-project/>

## Assessment and Feedback

### **Quick Key for Formative Assessment**

Simon Renshaw, Curriculum Leader for Geography at Soar Valley College  
School Award December 2013 – May 2014

The geography department at Soar Valley College are working together to evaluate the use of the Quick Key app for supporting formative assessment practices. Quick Key uses technology similar to optical mark recognition to speed up the process of capturing formative assessment information. The key focus of the project is the use of formative assessment strategies for informing and improving instruction.

Further information: <http://srenshaw.wordpress.com/>

### **2Engage Parents**

Fran Duinker, Primary Team Leader at Nether Hall School  
School Award April 2014 – July 2015

Nether Hall's project has two main streams of activity: improved gathering of photographic evidence for formative assessment and greater sharing of images and information with parents and carers.

### **Using Technology for Assessment for Learning Whilst Engaging Pupils**

Paul Richardson, Assistant Faculty Leader for Mathematics at St Paul's Catholic School  
School Award September 2014 – July 2015

This project will begin in September to coincide with the opening of the new school building, and will focus on the creation of lessons and resources around the use of a student response system.

Staff in the Maths department will receive in-house training around the use of ActiveExpression handsets and software and will work together to create questions to embed into their lessons, which can then be shared across the subject. Student surveys will be used throughout the help judge the effectiveness of the approach. The project lead will also create a guide for staff on using technology for support Assessment for Learning.

## Communication, Collaboration and Participation

### **Siyabonga**

Laura Iredale, Music teacher at Hamilton Community College  
School Award January 2013 – April 2013

Hamilton's project saw Leicester students use video conferencing to collaborate with children in Lamontville, South Africa. On March 8 2013 both groups of students took part in a live concert, involving performances from both sets of students. The children took it in turns to be one another's audience.

Further information: <https://lccdilit.our.dmu.ac.uk/2013/05/10/siyabonga-an-innovation-project/>

## **iPads as Alternative and Augmentative Communication (AAC) Devices**

Helen Robinson, Head of Sixth Form at Nether Hall School  
School Award May 2013 – June 2014

Nether Hall School is working on a project that evaluates the use of iPads as a replacement for traditional AAC devices.

The majority of students at Nether Hall school have difficulties with speech and language, many requiring AAC methods to help them to communicate. On the whole, these devices are difficult to carry around or limited in nature e.g. only 8 words available. Many of the devices are also extremely expensive, between £4500 and £14000, which restricts the number of students who can be provided with the technology.

## **Bring Your Own Device (BYOD) Trial**

Tony Tompkins, College Leader for New Technology at The City of Leicester College  
School Award February 2013 – June 2014

The City of Leicester College is running a BYOD trial with a Year 8 (aged 12-13) tutor group of 23 students. The scheme involves the students using iPads minis in lessons and at home – working with staff to investigate the ways in which the device can add value to the learning experience.

Further information: <https://lccdигilit.our.dmu.ac.uk/2014/04/11/citybyod/>

## **Member of Parliament's 6 (MP6)**

Sera Shortland, Citizenship Co-ordinator at Hamilton Community College  
School Award January 2014 – July 2014

The MP6 project will use video production and blogging to develop an existing project that has been successfully running for three years. The college's MP6 Political Speaking competition is an annual event open to all learners aged between 11 and 16 across the City. The school will be using the funding to develop a website which will host young people's speeches, and provide information about the current year's competition and links to resources for students and staff. The 2014 competition will also be live streamed.

Further information: <https://lccdигilit.our.dmu.ac.uk/2014/05/13/member-of-parliaments-6/>

## **Investigating SharePoint as a Learning Environment**

Peter Williams, Mathematics teacher at The City of Leicester College  
Individual Award December 2013 – July 2014

Peter's project is investigating the use of SharePoint (part of the Office 365 package) as an alternative to a Virtual Learning Environment (VLE). Primarily his work will focus on the collaborative elements of the platform, to develop more participatory ways of working for both staff and students. He will be trialling the system with students and reflecting on its success.

Further information: <http://lccdигilit.our.dmu.ac.uk/2014/02/28/investigating-sharepoint-as-a-learning-environment-initial-development/>

## Technology supported Professional Development

### **Developing the use of iPads to support the learning process**

Rob Povey, Learning Resources Manager at Babington Community College  
School Award February 2013 – May 2014

This project aimed to increase the use of iPads in Babington, both in terms of its extent across subject areas, and its depth in supporting 'higher order' learning activities. The project also aimed to produce a handbook by which to share the work of the college; the process of the project and schemes of learning that were developed throughout.

The project was based around Bloom's Taxonomy, and more specifically the work of Kathy Schrock in matching apps to the taxonomy.

Further Information: <http://lccdilit.our.dmu.ac.uk/2014/05/19/developing-the-use-of-ipads-to-support-the-learning-process-an-innovation-project/>

### **Improving Digital Literacy CPD**

Martin Corbishley, Computing Subject Leader at Babington Community College  
School Award January 2014 – May 2014

This project aims to raise awareness of the web-based tools and services available for supporting teaching and learning. Martin will achieve this through the delivery of a set of 11 workshops for school staff, covering a range of topics including; using twitter to extend the classroom and making use of online collaboration tools.

Further Information: <http://lccdilit.our.dmu.ac.uk/2014/03/31/improving-digital-literacy-at-babington-community-college/>

### **Making Learning LAST**

Alex Vann, Assistant Head teacher at Beaumont Leys School  
School Award December 2013 – December 2014

Beaumont Leys School is working on a project which will be using classroom observation technology to deliver three elements of activity: supporting self and peer observation and reflection for NQTs and Year 2 teachers, recording teaching materials for use within a flipped classroom approach and creating a bank of good practice resources, for example, starters, plenaries and experiments.

Further Information: <http://lccdilit.our.dmu.ac.uk/2014/03/31/making-learning-last-an-innovation-project/>

### **College Leader (New Technology)**

Tony Tompkins, College Leader for New Technology at The City of Leicester of College  
School Award January 2014 – July 2014

This project focuses on the role of College Leader for New Technology. The post will have three main areas of activity: trialling and disseminating innovative practice; raising capacity and confidence in ICT and reflecting on the current BYOD project in order to develop a

whole school 1-to-1 model. This project will also involve training sessions for staff in each of the key areas of digital literacy, as defined within the DigiLit Leicester project.

### **DigiLittle Acorns**

Christine Turner, Science teacher at English Martyrs' Catholic School  
School Award December 2013 – July 2014

The science department at English Martyrs' Catholic School are working together on The DigiLittle Acorns Learning Network project. The network itself is intended as a (initially) school-wide platform, where staff can share information about innovative projects they are working on. As part of the bid, the school's science department will also be developing a set of science apps for use in lessons and trialling and reviewing those already available.

Further information: <http://digilittleacorns.weebly.com/>

### **Safer Internet Day 2014 Activity**

This year, in support of Safer Internet Day 2014, the DigiLit Leicester team ran a competition for teaching staff which asked them to share a report about their activities for Safer Internet Day 2014. Specifically, we tried to encourage projects which involved learners in the design, development and delivery of the activity.

The two winning projects are summarised below:

#### **SID14 Film Project**

Mehul Madlani, ICT Co-ordinator at Willow Bank School

As part of Safer Internet Day 2014, students at Willow Bank School (Children's Hospital School) discussed their own personal digital experiences and what factors affected them online. Discussions were led by teachers, and encouraged students to think about; what they post online, the impact of their online activities, practical ways to protect their privacy and a commitment to adopting a mature and responsible approach to posting online.

Willow Bank students also took part in an extension activity which involved planning, recording and editing a vox pop style video – showing the students talking about their own experiences online and offering suggestions for how the internet could be made a better place.

Further information: <https://lccdigilit.our.dmu.ac.uk/2014/02/24/sid2014chs/>

#### **Digital Footprints Project**

Alan Wileman, Head of ICT at English Martyrs' Catholic School

Students at English Martyrs' Catholic School were asked during ICT lessons to think about their digital footprint – the sites they use and accounts they have online. This fed into a main activity of creating graphical digital footprints that were used to create a school display.

Further information: <https://lccdigilit.our.dmu.ac.uk/2014/02/27/safer-internet-day-2014-at-english-martyrs-catholic-school-leicester-guest-post/>

## **BSF Schools participating in the DigiLit Leicester Project**

Ash Field Academy  
Babington Community College  
Beaumont Leys School  
Children's Hospital Schools  
The City of Leicester College  
Crown Hills Community College  
Ellesmere College  
English Martyrs' Catholic School  
Fullhurst Community College  
Hamilton Community College  
Judgemeadow Community College  
Keyham Lodge School  
The Lancaster School  
Millgate School  
Moat Community College  
Nether Hall School  
New College Leicester  
Rushey Mead School  
Secondary Behaviour Support Service  
Sir Jonathan North Community College  
Soar Valley College  
St Paul's Catholic School  
West Gate School

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