COURSE BROCHURE | ERASMUS+ TRAINING

Digital Literacy for Teachers – Navigating ICT

Strengthen practical digital teaching skills through purposeful tool selection, accessible resources, online collaboration, assessment and responsible digital practice.

LOCATION	LANGUAGE	FORMAT	DURATION	COURSE FEE	OID
Madeira	English	On-site	6 days	€580	E10201112

€580 per participant for 6 days in Madeira, Portugal. Check current editions, fee and inclusions before booking.

Course description

Digital literacy in education is more than the ability to operate digital tools. It involves selecting technology with a clear pedagogical purpose, evaluating information and resources, creating accessible content, supporting collaboration, using evidence from digital assessment and helping learners participate safely and critically online.

This course gives teachers and trainers a practical foundation for integrating ICT into teaching and professional work. Participants will evaluate digital tools, create and adapt educational resources, design collaborative and interactive activities, explore digital assessment and feedback, and consider privacy, copyright, accessibility and responsible AI awareness.

Through guided practice and a classroom design project, participants will develop a digital learning activity and an implementation plan suited to their learners, curriculum and institutional context.

Who the course is for

For educators

Teachers, trainers and education professionals who want to strengthen practical digital teaching competence and integrate ICT more purposefully. The course is particularly relevant for educators seeking accessible approaches to resource creation, collaboration, interactive learning, digital assessment, online safety and learner digital competence.

At a glance

Course level: Basic to Intermediate Digital Literacy

Working language: English. Please **contact the team** if you are unsure about the course level or working language.

CURRICULUM FOCUS

Purposeful Digital Pedagogy / Accessible Digital Resources / Collaborative Learning & Digital Assessment

View the course, current editions and fees

02 / INTENDED LEARNING OBJECTIVES

Learning outcomes

The following learning outcomes describe the course's intended direction and objectives. The trainer adapts activities, examples and participant work to the group's goals, experience and learning needs.

01 **Digital Teaching Needs & Tool Selection** - Analyse a teaching or training need and select digital tools using pedagogical purpose, accessibility, privacy, usability and workload criteria.

02 **Digital Information & Media Literacy** - Search for, evaluate and organise digital information and educational resources, considering source quality, relevance, bias and appropriate attribution.

03 **Accessible Digital Resource Creation** - Create or adapt a digital educational resource for clarity, accessibility, learner needs and responsible use of copyright or open licences.

04 **Collaborative & Interactive Learning** - Design a digitally supported activity that promotes learner interaction, shared creation, communication and equitable participation.

05 **Digital Assessment & Feedback** - Use appropriate digital methods to gather learning evidence, provide timely feedback and adjust teaching without collecting unnecessary learner data.

06 **Safe, Ethical & Responsible Digital Practice** - Apply practical principles related to privacy, permissions, copyright, online conduct, account safety and responsible technology use.

07 **Learner Digital Competence & AI Awareness** - Develop activities that strengthen learners' information literacy, online safety, critical digital judgement and basic awareness of AI-generated content.

08 **European Peer Exchange & Institutional Transfer** - Compare digital teaching practices with European peers and identify approaches that can be adapted to participants' own classrooms and institutions.

Transfer to practice and intended impact

The programme supports participants in connecting the course learning with their own professional context. Participants consider how relevant approaches, activities or tools could be adapted to their learners, priorities and institutional settings.

1. **Identify a relevant professional need:**
   Consider which learner need, classroom challenge or institutional priority the course learning could help address.
2. **Adapt the approach to your setting:**
   Select the activities, tools or approaches that can realistically be incorporated into your own professional context.
3. **Decide what progress would look like:**
   Consider how changes in practice, learner engagement, learning outcomes or another relevant result could be recognised.

03 / COURSE PROGRAMME | DAYS 1-3

Learning Activities & Training Schedule

SUNDAY / DAY 1

Flexible self-preparation followed by an in person European exchange session, **at 18h30.**

MONDAY - FRIDAY / DAYS 2-6

08:30 - 13h30

5h of training per day · 30h total

This is a typical timetable, subject to the provider's discretion.

DAY 1

Cross-Cultural Exchange, European Educational Context & Course Orientation

- Pre-Session work: Self Preparation to reflect and share your institution's context, cultural background & completion of the Cultural Quiz.
- Welcome, networking and cultural exchange between participants and Erasmus+ team.
- Icebreaking activities and sharing of European core values.
- Open space for participants to share ideas and discuss current challenges in the Education sector; collaborative opportunity to exchange future goals.
- Course briefing and planning.

DAY 2

Digital Pedagogy & Tool Selection

- Identify teaching needs that could benefit from purposeful digital support.
- Explore DigCompEdu as a reference for effective technology integration.
- Evaluate digital tools for pedagogical value, accessibility, privacy, usability and workload.
- Distinguish meaningful digital enhancement from unnecessary technology use and draft a learning activity brief (course project).

DAY 3

Digital Information, Resources & Accessibility

- Search for and evaluate digital information and educational resources.
- Apply copyright, Creative Commons and attribution principles to resource use.
- Create or adapt an accessible digital resource aligned with learning objectives.
- Organise, share and review resources using appropriate permissions, version control and quality criteria.

04 / COURSE PROGRAMME | DAYS 4-6

Learning Activities & Training Schedule

DAY 4

Collaboration, Communication & Interactive Learning

- Explore shared documents, digital discussion and collaborative creation.
- Design roles, instructions and participation routines for online or blended group work.
- Use interactive tools to support questioning, practice and learner contribution.
- Develop a collaborative task that promotes equitable participation and supports the course learning project.

DAY 5

Digital Assessment, Feedback & Learner Competence

- Select digital assessment methods aligned with learning objectives and evidence needs.
- Create a formative check, quiz, rubric or digital feedback activity.
- Use digital evidence to adjust teaching while minimising unnecessary learner data.
- Develop activities that strengthen learners' information evaluation, online safety and responsible AI awareness.
- Test and refine digital assessment and feedback strategies.

DAY 6

Integration, Microteaching & Transfer

- Integrate digital resources, collaboration and assessment into a coherent learning activity.
- Present or microteach a selected part of the activity.
- Use peer and trainer feedback to improve pedagogy, accessibility and feasibility.
- Prepare a realistic classroom transfer plan, complete course evaluation and Certification.

ADAPTABLE TRAINING

This programme is a planned framework. Specific activities, sequence, exercises and timings may be adapted by the trainer or provider to each group/edition.

COURSE RECORDS

Daily summary and attendance sheets record the schedule and a short account of each day's work, validated by the trainer and signed by the participants.

Edition-specific evidence: Learning Together maintains signed daily training and attendance records. This brochure describes the course framework; additional verification can be based on the records of the particular edition.

05 / LEARNING APPROACH & METHODOLOGY

Learning Together Methodology

Learning Together courses combine guided input supported by presentations and multimedia resources with practical experimentation, creative workshops, case-based learning and hands-on tools. Participants connect the learning to their own professional situations and progressively develop an applied outcome, which may take the form of a presentation, project, session plan, action idea, reflection or another relevant output.

Peer / trainer feedback supports refinement throughout the process, while European exchange encourages participants to compare practices, perspectives and approaches across different educational contexts.

Methods applied in this programme

Guided Tool Evaluation & Digital Exploration

Participants compare digital tools through structured criteria and guided tasks, focusing on pedagogical purpose, accessibility, privacy, usability and sustainability rather than novelty.

Resource & Activity Design Workshops

Practical workshops support the creation of digital resources, collaborative tasks and assessment activities connected to participants' curriculum and learner needs.

Classroom Prototyping & Reflective Planning

Participants test selected elements through microteaching or peer review, evaluate feasibility and prepare realistic transfer plans for their own settings.

Collaborative learning, peer exchange and reflection

Participants work with European colleagues, compare professional contexts, exchange approaches and reflect on how the learning can be transferred to their own institutions.

> **Illustrative example: Designing an Accessible Collaborative Digital Learning Activity**
>
> Imagine a teacher redesigning a familiar lesson so that learners can access clear digital resources, contribute to a shared task and receive useful feedback. Participants identify the learning need, create or adapt an accessible resource, structure collaboration and add an appropriate assessment method. They then test the activity and refine it for their own classroom context.

An adaptable learning experience

Learning Together courses are delivered by trainers with relevant professional & pedagogical experience, **who are fluent English speakers**. The trainer may vary by edition, adapting the activities to the group's professional context and learning goals.

Meet our trainers and explore our approach

06 / PRACTICAL INFORMATION & SUPPORT

Everything you need for your training

Your course materials and participant work

Participants receive access to course materials, including slides, presentations, worksheets and exercises made available for the sessions, through a dedicated online folder.

Depending on the activities, groups may also develop action plans or presentations. The output varies with the programme, trainer and group.

Materials to bring: Laptop

Course package

Includes training sessions, digital materials, practical resources, administration and course-week support, welcome kit, coffee breaks and course documentation. Cultural activities and an orientation session **depend on the edition selected** (flights, accommodation & other personal arrangements are not covered).

Check fees and inclusions for your selected course.

Documents & certification

We issue Certificate of Attendance, invoice and support agreed Erasmus+ mobility documents, including Europass Mobility records. Certificate issuance follows the attendance conditions.

Send any additional school forms to our team in advance. Explore document guidance.

Provider & quality

Learning Together operates through registered organisations in every country where services are provided, each with its own Erasmus+ Organisation ID (OID). Our programmes combine clearly defined learning outcomes, participatory methodologies and practical activities, with participant evaluation & feedback at the end of the training.

Provider OIDs: Portugal E10201112 · **Spain** E10417947 · **Poland** E10419682

FROM INTEREST TO A CONFIRMED BOOKING

01
Pre-enrol

Share your course & preferred dates. Pre-enrolment is non-binding; wait for written confirmation before making non-refundable travel bookings.

02
Confirm your place

Our team will confirm availability by email. Complete final enrolment and billing details to secure your place.

03
Plan your travel

Once your booking is confirmed, you can plan your travel. Before travelling, check materials required, timetable and activities in your selected edition.

YOUR NEXT STEP

Ready to plan your course?

Check the current dates, duration, fee and edition status on the course page, then start your pre-enrolment or contact us!

View course & editions ↗ | Pre-enrol ↗

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