

### Directorate for Digital Literacy and Transversal Skills – Mission Statement

The mission of the Directorate for Digital Literacy and Transversal Skills is to support and guide the education community make the shift from traditional teaching, learning, and assessment to 21st-century learning environments and competences. The Directorate commits itself to show progressively how the learning environment is interconnected and technology-driven while promoting anytime and anywhere conditions by widening the learning place to the virtual.

### Context

The Government introduced a new National Curriculum in 2012 - A National Curriculum Framework for All – in which Assessment for Learning is seen as “an integral part of the teaching and learning process, providing students and their parents with continuous, timely and qualitative feedback about children’s progress, giving teachers’ information about their practice, and providing schools and colleges with information about their curriculum planning, learning and teaching”. Digital Literacy Tools can be used to help schools, educators and students during the whole learning process, hence for assessment purposes.

**This policy will focus on three aspects.**

1. The School
2. Educators
3. The Teaching and Learning process

### The School

#### Aims:

DDLTS aims at providing schools with the knowledge and tools to assess themselves on how they are embedding digital technologies into teaching, learning and student assessment. Through these tools, schools can make informed judgements and plan accordingly.

SELFIE is an example of such a tool. DDLTS encourages schools to use this ready-made but customisable tool to generate a report – a snapshot (‘SELFIE’) of the schools’ strengths and weaknesses in their use of digital technologies for teaching and learning by gathering information from SLT, educators and students.

#### Implementation:



- Organise meetings for schools' SLT to make them aware of the tool;
- Provide support to schools' SLT to customise the tool according to their individual and specific needs;
- Support schools' SLT in administering the survey;
- Support schools' SLT in analysing the report's results;
- Support schools' SLT in addressing the weaknesses highlighted in the survey's report.

## **Educators**

Educators require an increasingly broad set of competences. In particular, the ubiquity of digital devices and the duty to help students become digitally competent requires educators to develop their own digital competence. A number of frameworks, self-assessment tools and training programmes are available to describe the facets of digital competence for educators and to help them assess their own competence and identify their own training needs. The European Framework for the Digital Competence for Educators (DigCompEdu) proposes a progression model to help educators assess and develop their digital competence. It outlines six different stages through which an educator's digital competence typically develops, so as to help educators identify, assess and decide on the specific steps to take to boost their competence at the stage they are currently at. The MENTEP TET-SAT is another self-reflection tool for educators. It helps educators reflect on four aspects of digital pedagogical competence i.e. digital pedagogy, digital content use and production, digital communication and collaboration and digital citizenship.

## **Aims:**

DDLTS aims to help educators:

- identify their level of digital competences;
- develop their digital competences.

## **Implementation:**

- Disseminate programmes created by DDLTS which will help teachers assess and analyse their needs and boost their digital competences;
- Support schools and educators in analysing the educator's needs when taking part in self-assessment surveys;
- Support schools to design and implement an action plan to cater for their educator's needs.

## **Teaching and Learning process**

Assessment is an essential element of the teaching and learning process since it enables the educator to monitor the students' learning and progress at all levels. It provides students with feedback making them aware of their achievements as well as indicating areas for improvement. It enables educators to reflect



upon their practice and serves as a guideline for schools in their curriculum planning based on the information gathered.

Through Formative Assessment, educators get to know what students know, don't know, and want to learn. It will help teachers tailor learning experiences according to the students' strengths, weaknesses and interests. Given the importance of assessment for student learning, it is important to consider how to best measure the learning that educators want their students to achieve. Digital Assessment tools provide the right tools to gather this information. Though all digital tools can be used for assessment purposes, there are tools that are specifically designed for Assessment, both for summative as well as formative assessment.

### **Aims:**

DDLTS aims to help educators:

- Use digital technologies for assessment of for and as learning;
- Generate, select, critically analyse and interpret digital evidence on learner's activity, performance and progress, in order to inform teaching and learning;
- Use digital technologies to provide targeted and timely feedback to learners;
- Adapt teaching strategies in order to provide targeted support, based on the evidence generated by the digital technologies used.

### **Implementation:**

- Work together with other entities, such as Assessment for Learning HODs to empower educators to use digital tools for assessment purposes;
- Organise COPE sessions in schools about the use of digital tools for assessment purposes;
- Provide educators with a list of digital assessment tools;
- Provide educators tutorials/notes on how to use digital assessment tools.

### **References**

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