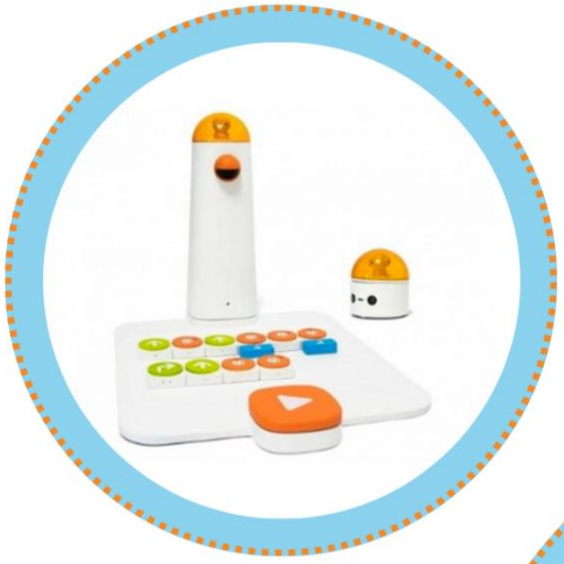
DigiChild

Co-funded by the Erasmus+ Programme of the European Union

DEVELOPMENT OF DIGITAL COMPETENCE IN PRESCHOOL EDUCATION

MOOC OUTLINE AND STRUCTURE



DEVELOPED BY

the DigiChild team

Co-funded by the Erasmus+ Programme of the European Union

DigiChild

MOOC link https://sisu.ut.ee/digikid-eng/avaleht

MOOC QR code

Erasmus+ DigiChild MOOC

"Development of Digital Competence in Preschool Education"

The MOOC platform was designed and programmed by **Pavel Kodotšigov**, MSc (University of Tartu).

The MOOC tasks were coded by **Oleksandra Golvoko**, PhD (University of Tartu).

The MOOC was developed by:

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MOOC development coordination: Oleksandra Golvoko, PhD (University of Tartu).

MOOC duration: 30 hours

MOOC access: MOOC will remain open at all times. Certificates will be granted to the participants who registered for the MOOC and submitted their reflection essays on the MOOC completion.

MOOC structure

Home
1. Welcome words and MOOC description
Module 1: Introduction to Digital Transformation and Digitalization of Education
Part 1: Reflection on Own Digital Practices Introduction 1.1 Dear Diary: Reflection on Own Digital Practices

Part 2: Modern Digital World and Digital Transformation

Introduction

1.1 Reflection on Digital Transformation

1.2 Digital Transformation in Numbers and Achievements

1.3 Digitization vs Digitalization vs Digital Transformation

1.4 Digital Transformation of Countries

1.5 Dear Diary: Reflection

Part 3: New Competences for the Digitally Transforming Education

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3.1 Reflection on the Education Trends

3.2 Historical Transformation of Education

3.3 Digital Competence in the 21st Century

3.4 Dear Diary: Reflection

Revision and Multilingual Materials

References

Module 2: Digitalization of Kindergartens and Resources for Kindergartens

Part 1: EU Steps to Digital Transformation of Kindergartens

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1.1 Reflection

1.2 Digital Education Plans and Development of Digital Skills

1.3 EU Approaches to the Stimulate the Introduction of Digital Technology in Kindergartens

1.4 Basic Terms

1.5 Dear Diary: Reflection

Part 2: Digital Transformation of Kindergartens in the Digital Age

Introduction

2.1 Reflection

2.2 Digitalization of Kindergartens in Different Countries

2.3 Kindergarten Digitalization Success Story 1: Rakvere Rohuaia Kindergarten

2.4 Kindergarten Digitalization Success Story 2: CreaKids Kindergarten

2.5 Kindergarten Digitalization Success Story 3: Koper Kindergarten

2.6 Dear Diary: Reflection

Part 3: Tools, Hardware, Software, and Digital Learning Environments for Kindergartens

Introduction

3.1 Reflection

3.2 Types of Digital Resources and Their Variation: Where To Start

3.3 Digital Resources for Learning

3.4 Educational Robots: When, Where, How

3.5 Dear Diary: Reflection

Revision and Multilingual Materials

References

Module 3: Development of Computational Thinking in Kindergartens
Part 1: How Children Learn in Kindergartens Introduction 1.1 Reflection 1.2 Cycle of Learning from Experience 1.3 Supportive Teacher-Child Interaction 1.4 Dear Diary: Reflection
Part 2: Computational Thinking Development: Why It Matters Introduction 1.1 Reflection 1.2 How to Develop Computational Thinking 1.3 Computational Thinking: Important Skills of the 21st Century 1.4 Dear Diary: Reflection
Part 3: Activities for Developing Computational Thinking in Kindergartens Introduction 1.1 Reflection 1.2 Developing Computational Thinking in Kindergartens: Step-by-Step Exercises 1.3 Educational Technologies in Action 1.4 Dear Diary: Reflection
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Module 4: Digital Safety and Responsible Use of Internet and Media
Part 1: The Impact and Importance of Information Technology in the Development of Preschool Children Introduction 1.1 Reflection 1.2 Balanced Digital Diet for Children in Early Years 1.3 Media Use in Childhood: Evidence-Based Recommendations 1.4 Dear Diary: Reflection
Part 2: Safe Use of Media in Preschool to Promote Children's Development Introduction 2.1 Reflection 2.2 Tips for Choosing Right Educational Apps for Kids 2.3 Kids' Digital Activity 2.4 Dear Diary: Reflection
Part 3: Internet Safety for Preschoolers Introduction 3.1 Reflection 3.2 Digital Citizenship for Early Years 3.3 Important Terms 3.4 Dear Diary: Reflection

Revision and Multilingual Materials
References
Module 5: Digital Wellbeing in the Digital Transformation Age
Part 1: Digital Wellbeing and Ability to Confront Digital Stress in the Ever-Digitalized World Introduction 1.1 Reflection 1.2 Digital Wellbeing Terms 1.3 Supporting Digital Wellbeing 1.4 Digital Wellbeing Areas 1.5 Digital Wellbeing Personality Test 1.6 How to Reduce Digital Stress and Achieve Digital Wellbeing: Simple Steps 1.7 Dear Diary: Reflection
Part 2: Digital Wellbeing of Children Introduction 1.1 Reflection 1.2 How to understand Child's Wellbeing in the Time of Digital Transformation 1.3 Adults in Action in Extreme Cases 1.4 Stimulating Critical Attitudes Towards Technologies 1.5 Dear Diary: Reflection
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About us
List of partners
Description of developers with photos

MOOC "Development of Digital Competence in Preschool Education"

1. General Information about the MOOC development.

Digital tools have become omnipresent in ordinary life, penetrated university and school education, and now are finding their way to the kindergartens and early-year care centres. Even if their use still often remains sporadic in some countries (displaying pictures, cartoons, or song videos), other more digitalized countries have already firmly integrated the digital tools and robots

into their curricula and everyday learning environment. Children seem to have an unlimited passion and curiosity towards technologies and have the inborn understanding how to navigate the tools, but this should not be taken for granted. Smart use of technology in the classroom from early education will help us bring up an active and mindful citizen of the future able to resist temptations of the digital world, find the digital balance, and contribute to the development of the society.

The DigiChild project aspired to develop an open-source multilingual MOOC course. The basis of the course is in English, but every module has materials in different languages that will help the teachers with limited linguistic capacity to progress throughout the course.

The first brave steps to introduce technology into teach kindergarten children both with and through technology appeared around a decade ago in a handful of kindergartens scattered around the globe. Globally speaking, the development of early age digital competence is virtually non-existent and remains a totally foreign practice for the majority of the countries. Some countries are ahead of the others and have introduced digital competence in the preschool curriculum, but this mostly remains an exception than a general practice.

2. MOOC general principles.

In our MOOC, we tried to incorporate the best EU and global experience in the area of digital preschool education and digital competence development and offer the opportunities for teachers to learn new and advanced approaches as well as easy ways to introduce them into their everyday practices.

We also introduced a concept of "Dear Diary", which is a reflection tool that will stimulate the participants to reflect on their own learning progress, put it down, making sure that the acquired knowledge, skills, and attitudes are not instantly forgotten and will find place in new teaching practices and approaches of educators who undertook the MOOC.

The rich, interactive, mind-broadening, and multilingual MOOC became possible only thanks to the devoted work of 7 partners from 4 countries (Estonia, Slovenia, Latvia, and Germany). The partners collaborated actively to design the best possible course. Many of the MOOC ideas in a reformulated format adopted for digital and independent learning were borrowed from the BA course developed during the same DigiChild project. The course was designed by all the 7 partners and launched on the planform of the University of Tartu (coordinator of the DigiChild project).

3. MOOC indicators

Qualitative indicators: (1) every module of the course was successfully piloted by partners, during the piloting stage the shortcomings were identified and eliminated, (2) MOOC included the latest global information related to the area of digital preschool education transformation, (3) MOOC included case studies/success stories and presentations of digitalized kindergartens, how they work and function, (4) interactive tasks with rich visual components that will stimulate the learners to finish the MOOC, (5) multilingual materials will help the struggling learners progress, (6) reflective tasks will help the learners accommodate the new knowledge and skills and adopt them into their everyday practice.

Quantitative indicator: at least 102 students from both EU and non-EU countries applied for the course. They will receive certificates of completion.

4. MOOC development strategies

1) we heavily relied on experience and know-how sharing. The project includes 4 LTTs in 4 project countries for all the partners. This allowed sharing the available experience and starting on a sound and advanced international basis. We also tried to accommodate the international experience available outside the project countries.

2) we surveyed different target groups to identify the areas of potential quick progress and concerns. Through the MOOC we tried to change the negative attitudes towards digital tools in education and form a more open-minded approach to learning and their use. Thanks to survey we also found the best ways for the smart introduction of technology and further raising awareness of the public and tried to reflect them logically in the MOOC.

3) cooperative discussion and development of the course content and learning outcomes. We regularly met to share the progress, gave feedback on each other's tasks, commented how clear is the information presented in the MOOC.

4) reflecting the direction of the EU Commission Digital Education Plan and of the partner countries' Ministries of Education. In the MOOC, we also reminded the learners about the strategic documents developed by the EU Commission as well as gave examples of how the Ministries of Education can support the promotion of digital tools in kindergartens (e.g., ProgeTiiger of the Ministry of Education of Estonia).

5) testing the course at all the partner universities, meeting face-to-face and online to eliminate drawbacks. The course was launched after all the problems were eliminated.

6) preparing reports on the MOOC development.

7) The University of Tartu was the lead partner of this intellectual output. The university partners were more involved in the development of the course than the kindergarten partners. All partners disseminated the MOOC link and information about it as wide as possible in their countries.

5. MOOC target group

The MOOC targets teachers of kindergartens and parents of preschool children

6. MOOC duration, access, and certificate

Learning hours: 30h of independent learning

Access: open access

Certificates: The University of Tartu (depending on the request) will offer opportunity to receive certificates of MOOC completion for the interested learners.

7. Development of the competences and learning outcomes:

MOOC leartners will become more competent (knowledgeable and skilled) in:

– digital professional engagement;

– digital education plans and strategies;

– digitalization of education and kindergartens;

– investigating and applying digital resources;

– using digital technology in teaching/learning & assessment;

– empowering learners & facilitating learners in digital competencies development;

– using and developing computational thinking skills and computer science concepts in pre-school education;

– providing support to their students to become active citizens in a technology-rich future.

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B. Video Resources

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SciShow Psych. Are Digital Screens Actually Bad For Kids? https://www.youtube.com/watch?v=QFFWRqkGmX0
The List Show TV. How to Help Kids Start a Digital Detox. https://www.youtube.com/watch?v=0SzyHkdkVtY

C. Digital Content Creation Platforms

Actionbound with a tutorial

BBC Games for Kids https://www.bbc.co.uk/bitesize/collections/primary-games/1

Bingo Baker

bit.studio

Calaméo with a tutorial.

Canva

Chrome Music Lab with a tutorial.

FlexClip with a tutorial

Genially with a tutorial.

iPiccy with a tutorial

Jeopardy Labs

Kahoot

LearningApps

MyAdvent

National Geographic Games for Kids https://kids.nationalgeographic.com/games/

Padlet with a tutorial.

PIXABAY

Scroobly

Storyjumper

Wheel of Names with a tutorial.

Wordwall with a video.