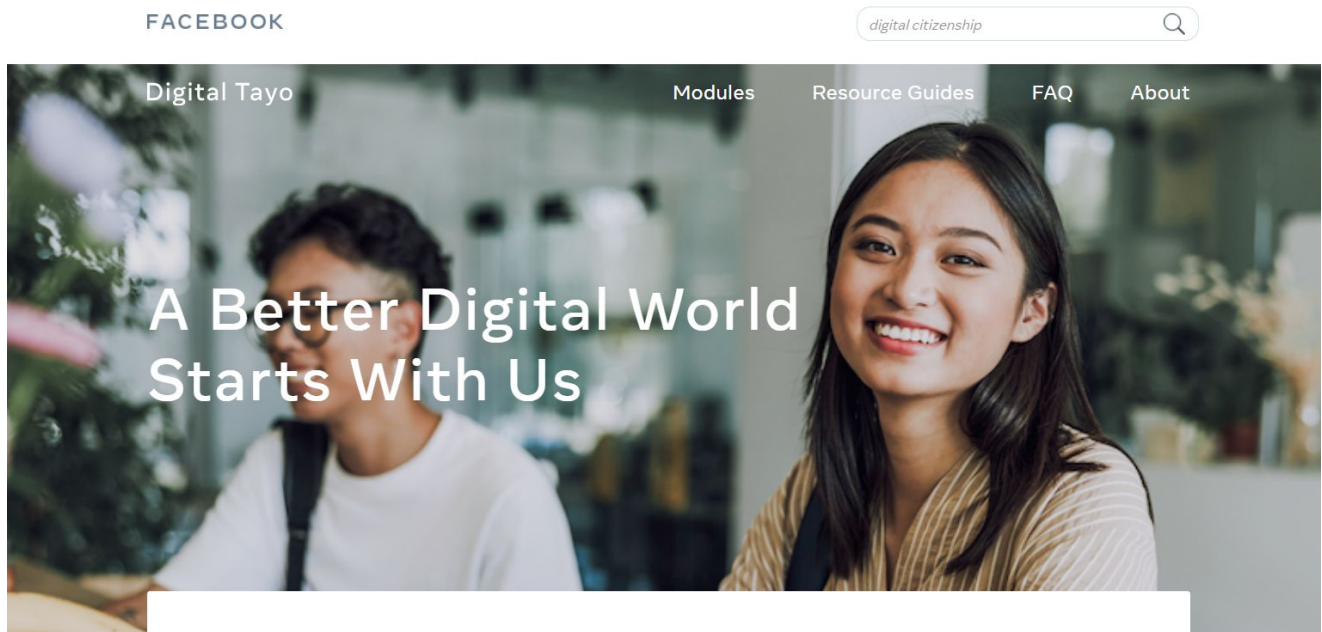


Digital Tayo Teachers Course Packs

What is Digital Tayo?

Digital Tayo is a local adaptation of Facebook’s We Think Digital, a global digital literacy program that aims to help people think critically and share thoughtfully online.



digital citizenship in any module Search

Modules Resource Guides

All Modules

Digital Engagement Module

Digital Empowerment Module

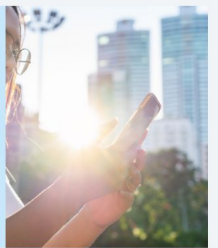
Interactive Content

Featured Lessons

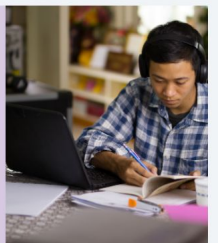


What is Verification?
Students will learn what information verification is and why it is important.

Versions of Media Texts
Students will define what a scrape (a copy from an original) is and explain why this can make the verification process more difficult.



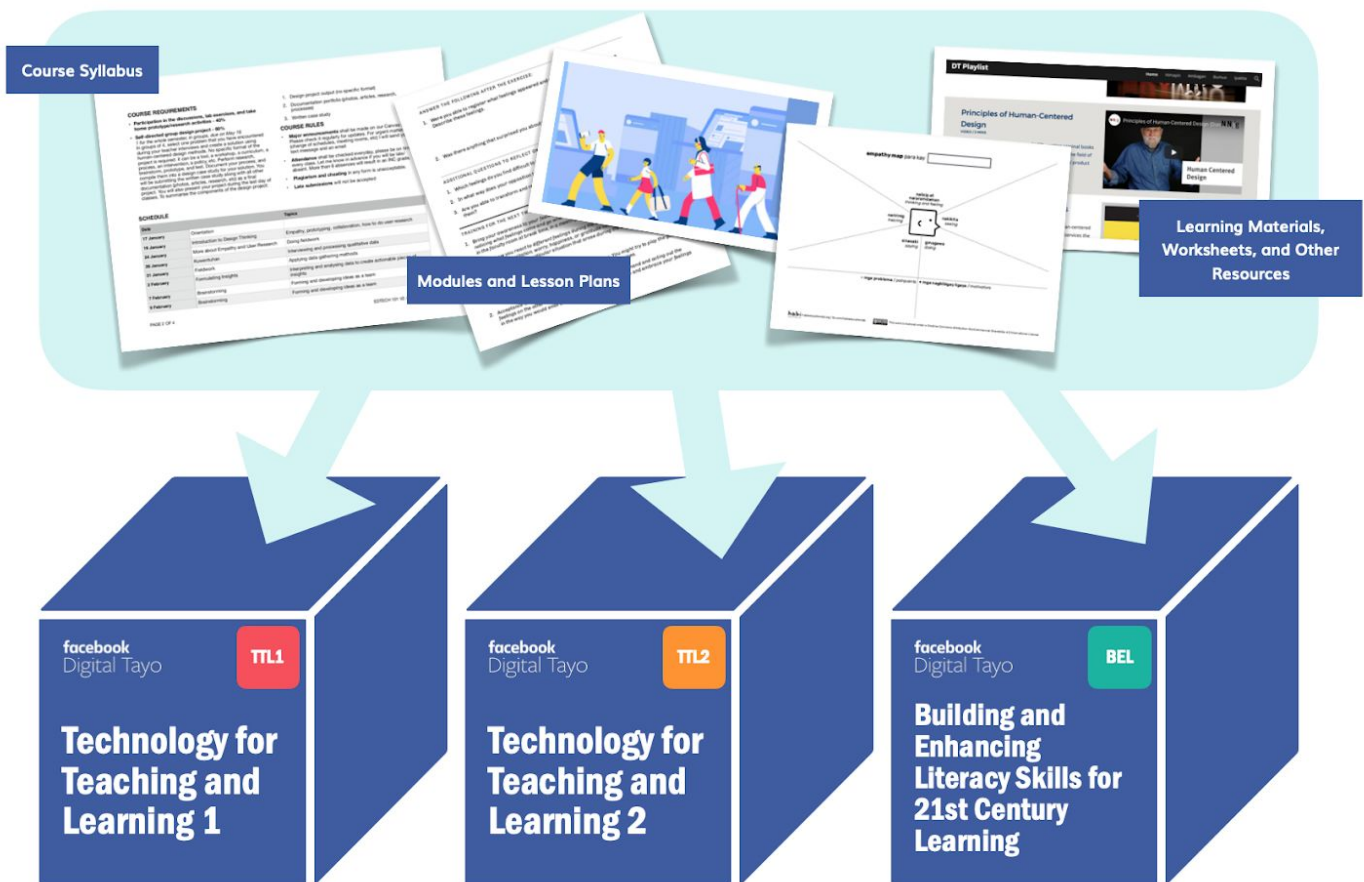
The Verification Steps
Students will learn about a five-step checklist they can use to verify the origin, source, date, location, and objective of a news image or video.



What is Digital Tayo Teachers?

Digital Tayo Teachers is a project by Filipino teachers that aims to enhance the digital literacy skills of pre-service teachers all over the country by providing accessible and inclusive resources, and training specifically aligned to the new technology courses in teacher education.

The **Digital Tayo Teachers Course Packs** are designed to support instructors of 3 core courses on technology in the Philippine Pre-service Teacher's Curriculum: *Technology for Teaching and Learning 1*, *Technology for Teaching and Learning 2*, and *Building and Enhancing Literacy Skills for 21st Century Learning*.



Co-designing for Digital Tayo

Filipino teachers are in a unique position to enhance Filipino digital culture and society by becoming **models and ambassadors of good digital citizenship** for their students.

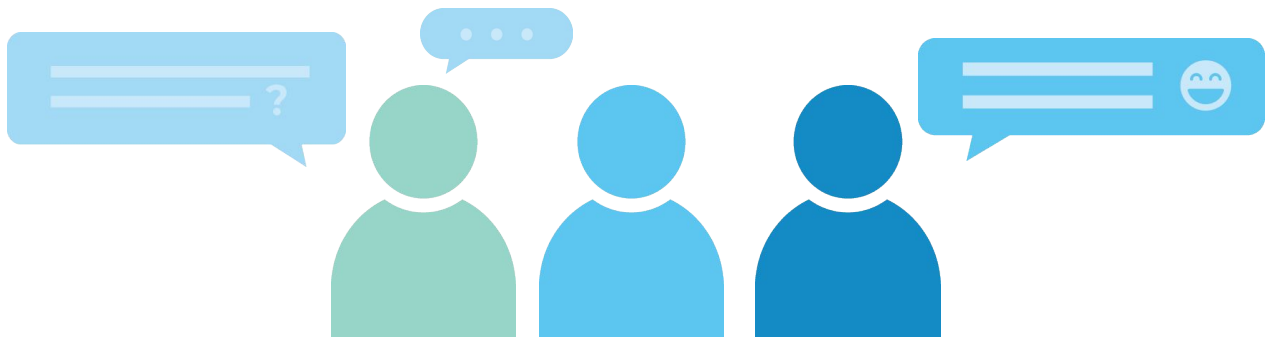
The introduction of new core courses on technology in the teacher education curricula in 2017 presents a unique opportunity to **equip pre-service teachers with proper knowledge, skills, and attitudes on digital citizenship.**



The project team employed a participatory co-design process to ensure that users and stakeholders are active participants in the design process. Doing this ensures that the materials **address the diverse needs and realities of the Filipino teacher and learner.**

Desk Research and Focus Group Discussions

The Philippines is a country of extreme cases when it comes to technology; some schools have many resources available while others have none. This affects how teachers and learners interact with, and value technology both in and outside school.



The project began with a research phase that included desk research, surveys, and focus group discussions to better understand how the new core courses on technology are implemented to prepare pre-service teachers for their careers. Existing materials from Digital Tayo were also mapped against Educational Technology (EdTech) curricula to identify alignment and points for integration.

From this research phase we were able to learn the following:

On Teacher Education Programs

- Not all schools have adapted or fully implemented the new curricula.
- The words used in the curriculum are broad enough that Higher Education Institutions must define what these mean and select the theories that underpin these. Thus, there are opportunities to introduce frameworks that will guide the way teachers look at topics and competencies introduced in the curriculum, and how to make them appropriate for the Philippine context.
- The schools in which pre-service teachers train may be vastly different from the schools in which they begin their careers. Thus, the goal of many educational training programs is to develop flexible teacher technologists who view technology as extensions of their teacher selves and are empowered to use the technology appropriate to their content, pedagogy, and context.

On Updating How EdTech is Currently Taught

- As instruction tends to focus on the didactic acquisition of concepts and application of skills, there is an opportunity for values and attitude formation.
- Teachers believe that technology should be used to foster inclusion instead of creating more barriers or gaps that increase the inequality between learners.
- Many teachers believe that EdTech subjects need to be taught in the context of real-life issues such as social justice, science literacy, and diversity.
- There are opportunities to create materials that promote progressive ideas and pedagogies such as teaching lifelong learning, self-awareness, ethics, project-based learning, prototyping mindsets, among others.

Co-designing the Course Packs

We used a co-design approach to design the Digital Tayo Teachers course packs. Stakeholders were active participants in the design process to ensure that materials address the learners' diverse contexts around the country.

Employing a co-design process also establishes co-ownership with the stakeholders, ensuring more successful implementation and delivery mechanisms.



From the initial co-design, the following design principles were identified to guide the design process:

- **Aspirational and inspiring.** The course packs should model how instructors can use technology to deliver TTL1/TTL2/BEL, and how pre-service teachers can integrate technology into their pedagogies. The course packs should also enable them to conduct and facilitate tech-assisted learning tasks in their various curricular areas.
- **Encourages teacher agency.** The course packs should encourage teachers to go beyond theory and frameworks, contextualize their content, and become changemakers who can apply EdTech concepts in real-world situations.
- **Flexible and inclusive.** The course packs should allow for flexibility in learning modalities. Inclusive models such as Universal Design for Learning should be taken into consideration when designing materials.

Prototyping, Feedback, and Launch

One of the central frameworks used to structure the course packs is **Project-Based Learning (PBL)**, a learner-centered approach that provides opportunities for learners to tackle real-world problems in their chosen specialization through projects. The course packs take the form of project guides for different projects that can be implemented in the three EdTech subjects. These projects include recommended activities that can be easily customized depending on the teachers' and the learners' context. The course packs went through several rounds of prototyping to ensure that they met the teachers' needs.



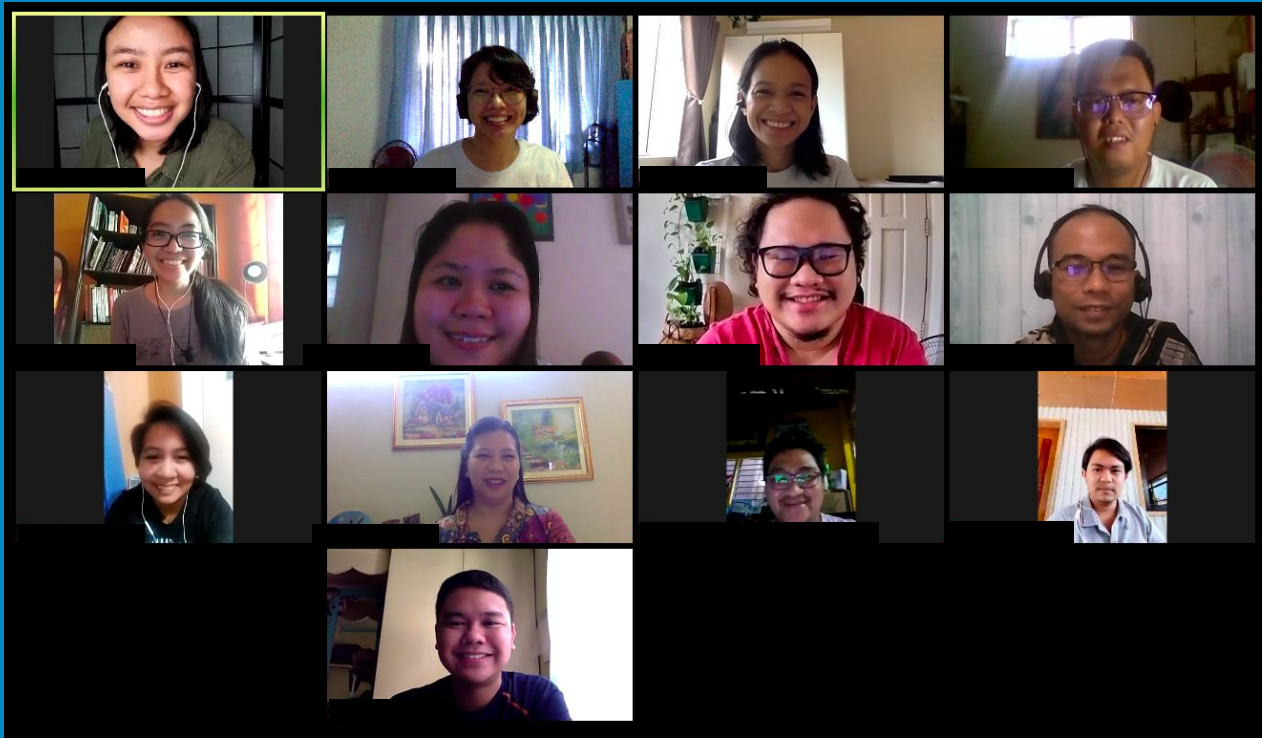
During the data-gathering phase, teachers expressed interest in creating a community of practice for EdTech educators. At that time, there was no place or platform for them to gather and connect with each other. A survey was sent out to gather expressions of interest in participating in building the EdTech community of educators.

The Edtech community called Joint EdTech Educators of the Philippines (JEEP) was successfully launched on May 1, 2021. In this very first gathering, the community members connected by sharing their experiences as Edtech teachers. Once they identified opportunities and challenges in their teaching practice, they gathered ideas on how to organize, sustain, and grow the Edtech community.



Our Partners

Digital Tayo Teachers was made for teachers by teachers. In the early stages of this project, we were fortunate enough to find brilliant, passionate educators looking for ways to make EdTech more accessible to their peers and learners. Our co-designers were able to bring their unique perspectives as teachers in different contexts as they crafted syllabi, designed activities, and collected resources to share with their peers and colleagues in the profession.



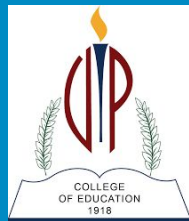
Without their work, this project would not have been possible:

- **Ronilo Antonio**, Bulacan State University
- **Christian Ronel Austria**, Department of Education
- **Jakeboy Carbonquillo**, Surigao State University
- **Mylene Kaye Dones**, SEAMEO INNOTECH
- **Nadine de Asis**, Metro Dagupan Colleges
- **Joa Hefervez Jao**, University of Mindanao - Digos College
- **Karen Manaig**, Laguna State Polytechnic University
- **Daisy Rosano**, West Visayas State University
- **Jarrent Tayag**, Angeles University Foundation
- **Prof. Elenita Que**, UP College of Education
- **Prof. John Paul Maligalig**, UP College of Education

The goal of many EdTech teachers in Teacher Education Institutions is to **develop flexible teacher technologists who are empowered to use the technology appropriate to their philosophies, content, and pedagogies.**

Our dream for these teachers is that the Digital Tayo Teachers course packs can support our teachers in achieving that goal.

Our institutional partners have been invaluable to making this dream a reality; we gratefully acknowledge their work in amplifying our reach, participating in our co-design sessions, and contributing their technical inputs to ensure that the course packs remain true to its purpose.



- **Philippine Business for Education (PBEd)**
- **Philippine Association of Colleges and Universities (PACU)**
- **PHINMA Foundation**
- **Teach for the Philippines (TFP)**
- **UP College of Education, Education Technology Area**
- **Joint EdTech Educators of the Philippines (JEEP)**

About Digital Tayo

FACEBOOK



Digital Tayo

Working in partnership with experts from across the Asia Pacific region, Digital Tayo provides accessible learning modules and resources to build skills for a digital world. Digital Tayo aims to reach Filipinos across the country, shape the Philippines digital community, and aims to strengthen Filipinos' understanding of the online landscape to help them become more informed digital citizens.

Learn more by visiting <https://wethinkdigital.fb.com/ph/en-us/>

FACEBOOK



Digital Tayo