DUBAI COLLEGE

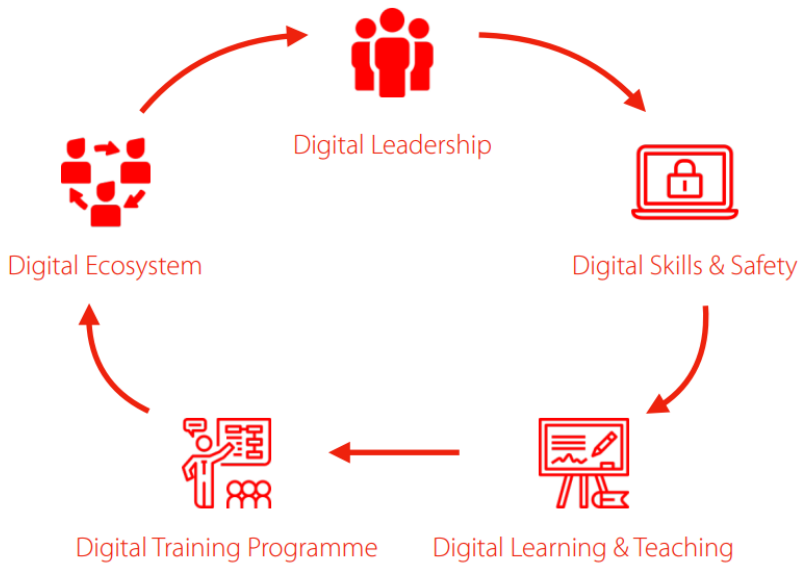
A tradition of quality in education

Dubai College Digital Learning Policy

PEDAGOGY MATTERS MOST

'It is… the pedagogy of the application of technology in the classroom which is important: the *how* rather than the *what*.' (Higgins et al., 2012).

At Dubai College we strive to create a learning environment where teachers are not dependent on technology but have the skills and support to deploy it creatively. We also strive to ensure that technology is used to inform teachers, allowing any improvements to learning experiences to be shared amongst the professional community. Our policy focuses on six core areas so that there is clarity and cohesion of approach.



Digital Learning and Teaching: A Learning First Strategy

The UAE Vision 2021 calls for a "complete transformation of the current education system and teaching methods. The National Agenda aims for all schools, universities and students to be equipped with Smart systems and devices as a basis for all teaching methods, projects and research".

However, as a school, we continue to take a very measured and evidence-informed approach to educational innovation. For the past two years we have been part of the Oxford Education Deanery, a research-engaged professional learning partnership with the Department for Education at the University of Oxford. We have employed staff as Specialist Leaders in Education to research the impact of various digital technologies, activities and contexts and we are now confident in our digital learning strategy moving forward.

By drawing on the expert research from Dr Rose Luckin we have initially landed on six effective ways we believe that digital will improve student learning. These are *Learning Through Making*, *Learning Through Enquiry*, *Learning Through Assessment*, *Learning From Experts*, *Learning With Others* and *Learning Through Practising*. We are confident that these approaches enhance the advanced cognitive skills we are seeking to embed through the Dubai College Learner Profile (thinking, linking, realising, creating, enquiring and collaborating) in addition to fostering the attitudes and attributes of risk-taking and resilience.

Digital Ecosystem

> **"We put learning first and encourage students and teachers to use technology appropriately to enhance and support the teaching and learning experience."**

Our ecosystem comprises of our management information system (iSAMS), our software applications, staff and student devices and any other digital tools that support our digital vision statement. Since all of the components need to work seamlessly together we have chosen to focus exclusively on the Microsoft suite for both our operating system and our major software applications. Our Bring Your Own Device (BYOD) policy will support all Microsoft Windows based devices providing they have functional onboard wifi and up-to-date anti-virus protection. Student devices will be connected to the discrete student wifi network which will allow access to all the teaching and learning resources hosted on SharePoint and Office 365. As such, these will be readily available from any internet enabled device.

Mobile phones are not deemed to be appropriate learning tools as they do not offer the full functionality of the Microsoft suite. Consequently, students are not allowed to use their mobile phones during the school day unless they are given express permission by their teachers. This ban on mobile phones also create a meaningful boundary between the social and learning uses of the technologies that they own.

Main Systems Windows	Windows (PCs/Laptops) – Office 365 - iSAMS
Teaching and Learning Workflows	0365: SharePoint, OneNote, Teams, PowerBI

Device Expectations

Our teaching staff are issued with Microsoft Surface Pro devices and, from September 2019, students should expect that teachers will be implementing the findings of our digital research into their

lessons. The use of these devices is not mandated for staff in every lesson and, as such, they will inform students when they will be required to bring their device to class.

All students will be expected to have access to a device as part of their standard school equipment. If they do have a device and either fail to bring it in or it is continually not charged, the school behaviour policy regarding organisation and equipment will be applied.

If students do not have a device or you sense there may be an issue the tutor, Head of Year and Deputy Head: Learning and Teaching should be informed so that parents can be contacted in a sensitive manner.

Mobile phones are not acceptable learning devices and should not be used during lessons.

The school recommends the following minimum specification:

- 12" screen size
- Intel Core i5 processor (or equivalent)
- 4GB memory (ideally 8GB)
- 256GB solid state hard drive
- Onboard Wi-Fi 802.11 a/b/g/n/ac compatible
- Windows 10 (Home or Professional)
- Anti-virus software, with up-to-date virus definitions
- Physical keyboard (possibly detachable), not a virtual keyboard
- Ideally a touchscreen with a stylus or pen for annotation
- A tablet device is preferable mainly due to the weight; it can be difficult for students to carry around relatively heavy traditional laptops.

Laptops are, however perfectly acceptable although they generally do not have touchscreens which is a preference but not a minimum requirement.

We do not recommend specific devices as we know every parent's budget and commitment to digital technology is different. However, the examples listed below are currently available at various price points and do meet the recommended minimum specification as described above:

- Lenovo Miix 510
- HP Elite X2 1012 G2
- Microsoft Surface Pro 6

If students already have a device and it does not meet the specifications above, they should not feel obliged to purchase a new device. If it is currently performing well then we will do everything we can to ensure it can connect to our college wireless network and operate within the classroom. We will not, however, be able to accommodate Apple iPad devices or mobile phone devices of any make or model. From our experience these devices do not operate well with the applications that we use within the classroom and they give students a poor experience compared to other students with a Microsoft based device. We do allow Apple MacBook laptops and make every effort to ensure each student's experience is comparable to all other students.

Dubai College Digital Learning and Teaching Profile

Learning through making

- One of the best ways people can learn is by making and sharing things.
- Digital technology offers a variety of creative outlets to enable students to enhance and share their understanding.

LEARNER PROFILE

Helps to give students an opportunity to CREATE, THINK flexibly to create solutions and generate ideas.

Learning through inquiry

- Digital inquiry based learning is structured towards an end where something is found, uncovered or discovered.
- It leads to the process of exploring and making discoveries to build understanding.
- Learners build on curiosity through structured actions.

LEARNER PROFILE

This draws on students realising and drawing on a range of skills with ease. THINKING, ANALYSING and CREATING to generate solutions and ideas.

Learning through assessment

- Technology can be used to support assessment in a variety of ways.
- It can used to compile learning activities to enable teachers and learners to track the progress of learning.
- Data drawn can inform and suggest relevant interventions.

LEARNER PROFILE

This supports ANALYSING data to REALISE what interventions are needed. LINKING the academic with the pastoral.

Learning from experts

- Researching and evaluating sources.
- Teachers support them to interpret ideas and convert the information into useful knowledge.
- Technology can support dialogue between the learner and the teacher.
- Helps to support discussions and consolidate knowledge beyond the classroom through the use of visuals and videos to flip learning out of the classroom. Then creating more time for facilitating questioning and discussions.

LEARNER PROFILE

This supports ENQUIRY skills, THINKING reflectively and critically to ensure they ANALYSE with precision.

Learning with others

- Collaborating in virtual spaces to foster a mutual understanding when approaching a problem.
- Networking and communicating to organise themselves.
- Online group discussions should ensure all students participate to build a community of knowledge.
- Sharing knowledge with others to further build understanding and challenge them.

LEARNER PROFILE

This supports ANALYSING and problem solving as well as THINKING reflectively.

Learning through practicing

- Whatever is being learned, practice makes perfect.
- Technology can support practice and AI can offer personalised pathways, challenging problems and appropriate feedback to students instantly.

LEARNER PROFILE

This supports students to LINK ideas and explore uncertainties. Building RESILIENCE and giving opportunities to COLLABORATE.

Dubai College is a learning community that aspires to offer the very best of British education.

Digital Learning Acts: Focusing on Teacher and Student Use of Technology		Pedagogy Transformation SAMR Model: Substitution Augmentation Modification
Learning Through Making	Making notes using stylus. Drawing diagrams using a stylus. Videoing practicals or clips where students have to explain their understanding. Learners can create things based on their own knowledge and they can then share, discuss, reflect upon and, ultimately, learn about that construction.	
Learning Through Inquiry	Teachers and learners are able to curate research and collaborate to plan a route to enquiry. Learners are able to work collaboratively to ask and answer questions in creative ways with or without technology. Teachers and learners use technology to seek out new challenges and solve problems creatively.	
Learning From Experts	Teachers used technology to flip learning to support students to interpret ideas and to create more time for facilitating questioning and in depth discussions. Students use MOOCs and other platforms to deepen their understanding around a topic. I3 boards can be used effectively to support dialogue between the teacher and students. Teachers can create a video of themselves delivering content knowledge to support flipped learning. Teachers can undertake the above and then use a tool such as EdPuzzle to share expert content and then check understanding of learners through a variety of low stakes questions.	
Learning With Others	Collaborating on a Word document. Creating shared PowerPoints. Using Teams to communicate and create new ideas and content with one another. Collaborating on the i3 boards and using Solstice to project work and give live feedback (peer or teacher).	
Learning Through Practising	Using technology enables learners to practise their skills and knowledge. The use of technology to support practice is rarely seen to be innovative; but promising developments include the use of rich multimodal environments that can create challenging problems and provide appropriate feedback.	
Learning Through Assessment	The data can be used to compile learning activities and enable both teachers and learners to reflect upon them. Using technology such as iSAMS or Century Tech to track the progress of learning and to present that information in rich and interactive ways. Using continuous reporting to feed into PowerBI to support teachers in making relevant adaptions to their teaching, alongside informing interventions.	
School Ecosystem	Office 365: One Note Class Notebook, Teams, , Sway, Excel, Word, PowerPoint, Forms, Stream, SharePoint; Solstice.	
Toolkit	Padlet, Quizlet, EdPuzzle, YouTube, Kahoot, iMovie, Seesaw, Masolit, GCSEPod, CoralDraw, Fusion 360, Photoshop, Autograph, MyMaths, Geogebra, E-Chalk, Google Earth, Edmodo.	

Dubai College Learning Needs:

Dubai College Pedagogies	Student Learning (Grand Unified Framework)	Digital Learning Acts (Luckin)
The Science of Learning: Creating metacognitive awareness to enhance self-regulation and high order thinking	Students are enthusiastic and take responsibility for their own learning in sustained ways. They focus well (fully immersed) and reflect on their learning to evaluate their strengths and weaknesses accurately. They take targeted actions to improve. Students consistently question themselves, one another and the teacher. Explicit instruction focuses on the learning process to facilitate critical thinking and problem solving skills which are intrinsic features of learning. Teachers use strategies that very successfully meet the individual needs of students. Teachers have high expectations of all groups of students. They provide very challenging work and excellent support.	Learning through Making: Digital technology offers a variety of creative outlets to enable students to enhance and share their understanding (dual coding, thinking maps, graphic organisers, wrappers). Learning with Others: Collaborating in virtual spaces to foster a mutual understanding when approaching a problem. Sharing knowledge with others to further build understanding and challenge them. Learning through Inquiry: Teachers and learners are able to curate research and collaborate to plan a route to enquiry. Learners are able to work collaboratively to ask and answer questions in creative ways with or without technology. Teachers and learners use technology to seek out new challenges and solve problems creatively.
Dialogic and Collaborative Learning: Creating an equitable classroom where students feel confident and challenged	Supporting students to build their confidence in communicating their learning very clearly. To encourage students to interact and collaborate very effectively in a wide range of learning situations to achieve agreed goals. They communicate their learning very clearly. To ensure students are compassionate in seeking and accepting help and support when collaborating. Students consistently question themselves, one another and the teacher. Critical thinking and problem solving skills are intrinsic features of learning. Teachers use strategies that very successfully meet the individual needs of students. Teachers have high expectations of all groups of students. They provide very challenging work and excellent support.	Learning from Experts: Technology can support dialogue between the learner and the teacher. Technology helps to support discussions and consolidate knowledge beyond the classroom. Learning with Others: Teachers use technology to flip learning to support students to interpret ideas and to create more time for facilitating questioning and in-depth discussions. Online group discussions should ensure all students participate to build a community of knowledge.
Beyond the Curriculum: Creating opportunities for students to gain context to their learning and provide additional challenge	Stretching and challenging students beyond the specification when appropriate. Allowing the teacher to provide relevance to enable students to regularly make meaningful connections between areas of learning and relate these well to their understanding of the world. Students consistently question themselves, one another and the teacher. Critical thinking and problem solving skills are intrinsic features of learning. Teachers use strategies that very successfully meet the individual needs of students. Teachers have high expectations of all groups of students. They provide very challenging work and excellent support.	Learning from Experts: Helps to support discussions and consolidate knowledge beyond the classroom through the use of visuals and videos to flip learning out of the classroom. Then creating more time for facilitating questioning and in-depth discussions. Learning with Others: Collaborating in virtual spaces to foster a mutual understanding when approaching a problem. Sharing knowledge with others to further build understanding and challenge them. Learning through Inquiry: Teachers and learners are able to curate research and collaborate to plan a route to enquiry. Learners are able to work collaboratively to ask and answer questions in creative ways with or without technology. Teachers and learners use technology to seek out new challenges and solve problems creatively.
Assessment:	Assessment information is used skillfully and effectively to influence teaching and the curriculum in order to meet the learning needs of all groups of students and to optimise their progress. Teachers have in-depth knowledge of the strengths and weaknesses of individual students. Teachers provide excellent personalised challenge and support. Feedback to students is comprehensive and constructive (active constructive feedback). Students are routinely involved in assessing their own learning.	Learning through Assessment: Technology can be used to support assessment in a variety of ways. It can be used to compile learning activities to enable teachers and learners to track the progress of learning. Data drawn can inform and suggest relevant interventions. Learning through Practising: Whatever is being learned, practice makes perfect. Technology can support practice and AI can offer personalised pathways, challenging problems and appropriate feedback to students instantly.

Digital Skills in the Curriculum

A Year 7 & 8 digital skills curriculum has been timetabled into one lesson per week. This has been designed to teach digital skills through the study of technological themes and to foster the principles of Luckin et al. such as creativity, collaboration and inquiry. All students are expected to reach Dubai College defined benchmarks across a broad range of digital skills. The curriculum should increase skill levels of those year groups, and increase the speed and efficiency of students' digital usage within other parts of the curriculum.

The curriculum has been designed to incorporate a wide range of the Microsoft Office 365 applications. Students will collaborate and use MS Teams as a hub. Students will use Outlook/Skype to contact an expert in their chosen subject. Research, ideas and plans all to go into a team OneNote. Students will have to pitch/promote an idea in a PowerPoint or a Sway. Students will include some statistical analysis about their theme using MS Excel. Students will carry out a survey using MS Forms and include data analysis. Students will create a video trailer, while adhering to specific content creation principles. Each group will curate and upload content to MS Stream. Other skills will also be used by students, for example infographics, wikis and digital inking.

The underlying principle is that the students learn digital skills by using them.

In Year 7 students will complete a digital skills boot camp followed by an HPQ style project. The themes of study include open questions and are designed to encourage students to explore areas that interest them and that are current, thought provoking, relevant and topical. Some examples include:

- What is the future for autonomous vehicles?
- Will commercial flight be achieved without fossil fuels?
- Can big tech solve climate change?
- What will the school of your children look like?
- When will you buy your last smartphone?
- How can big tech help meet human food demand?
- What is the future for voice AI?
- Can google solve traffic congestion?
- Is big tech becoming an assault on democracy?

In Year 8 the themes of study will again include open questions which are designed to encourage students to explore areas that interest them and enter into philosophical debate. Students will complete an HPQ style structured project with topics based on UN Sustainable Development Goals. Some examples include:

- How do we bridge the global 'digital divide'?
- Is technology the solution to global job shortages?
- The technology behind energy efficiency.
- How can we alleviate urban poverty around the world?
- Can we solve the 'plastic problem'?
- Is it too late to save the world's coral reefs?

See more at https://www.undp.org/content/undp/en/home/sustainable-development-goals.html

At key stage 3, 4 and 5 the foundations of the curriculum are built upon the principles of computing if they choose the subject as one of their options. If students opt for Computer Science Top Up in the sixth form they also explore AI and machine learning.

Digital Skills Developed at Key Stage Three:

Digital Skill	DC Benchmark
SharePoint	Understands where to find SharePoint. Can locate - student portfolio, calendar, etc.
Office 365	Connects routinely without issue. Fixes or gets issues fixed quickly and effectively. Can discuss what is included within Office 365. Can access all the different programmes with ease.
OneDrive	Understands where to find OneDrive. Can locate files. Can save or upload files to OneDrive. Can share files with others from OneDrive. Has organised their OneDrive.
MS Teams	Uses Teams. Downloaded the app. Pinned to taskbar. Tweaked settings. Uses channel. Created tabs. Messaging extensions.
Email	Checks and uses email. Email etiquette good. Can attach documents. May use Outlook desktop.
OneNote	Uses OneNote with ease. Can organise into sections and pages. Understands Online and App.
Excel	Can use Excel. Can input data. Can create simple charts from data. Can format graphs axis, titles etc. Can personalise. Can use basic formulas effectively. Can sort data.
PowerPoint	Has produced a well formatted PowerPoint(s) that adheres to well-known principles. Has presented effectively to his/her peers.
Browsers	Understands there are different browsers available. Bookmark bar visible. Has key bookmarks.
Start Menu	Has customised Start menu to include only those tiles they use regularly.
Video Production	Has produced well-made videos. Made a video that has no camera shake, good sound quality, has thought about the backgrounds and composition. Well scripted but did not read, i.e. demonstrates an understanding of basic principles of good production.
Infographics	Has created a well-designed effective infographic.
Organisation	Battery charged routinely, has charger if necessary. Remembers laptop.
Collaboration	Has collaborated effectively and made significant and evident contribution to a group outcome.
Creativity	Has consistently demonstrated creativity and willingness to explore different avenues to digitally present his/her work. Has looked for different mediums.
Making	Has constructed (made) their own understanding and shared it with others. Likely to be video.
Exploration	Has effectively explored a chosen topic with little in the way of teacher input. Effectively communicated their findings using a suitable digital medium.
Microsoft Badges	Has independently completed three or more Microsoft badges that have enhanced their digital skills.
Other Online Courses	Has independently completed one or more online courses that have enhanced their digital skills.
Troubleshooting	Tries to independently troubleshoot problems.
Inquiry	Has demonstrated they understand the principles of effective research through key tasks. Has implemented those principles during work thereafter.
MS Forms	Understands how to collect feedback and responses to aid research and investigations
Photography and image processing	Understands the basics of good photography. Composition, exposure, zoom etc. Can edit photos in light room or Snapseed on phones/laptop.

Digital Safety

In line with the *Keeping Children Safe in Education Statutory Guidelines 2018*, the College is increasing its commitment to protecting our students online by trying to take a proactive whole school community approach to internet safety. Staff and governors are now working towards achieving National Online Safety Certified Community accreditation. The National Online Safety website allows us to share resources with parents, as well as staff, to ensure that they are fully informed about the dangers and they are also given regular updates.
Staff and governors have access to the 'Updated Online Safety for School Staff and Governors' course; once completed this offers certification and a plethora of resources on the latest social media channels and games. Parents are also invited to attend a variety of talks and workshops with the Student Services Team including topics such as Screen Time and Online Safety.

Framework Education for a Connected World

Students experience taught inputs based on the Education for a Connected World Framework; these are integrated into our Positive Education days and assemblies, many of which will be student led. The framework enables the development of teaching and learning as well as guidance to support children and young people to live knowledgeably, responsibly and safely in a digital world. It focuses specifically on eight different aspects of online education:

1. Self-image and Identity
2. Online relationships
3. Online reputation
4. Online bullying
5. Managing online information
6. Health, wellbeing and lifestyle
7. Privacy and security
8. Copyright and ownership

Digital Training Programme

Digital Training Programme for Teachers		Recommended Training
Survival skills	• Know the full functionalities of the i3 boards: writing, sharing and projecting. • Know how to save and share documents on OneDrive and SharePoint. • Barriers to digital learning and how to overcome them. • The basics to using the Microsoft suite. • One Note in the classroom. • Microsoft Teams: The basics. • How to create visual slides with impact.	Pedagoos, SLE Coaching Pedagoos and Director of Digital Technology https://dubaicollege.sharepoint.com/learning-and-teaching/digital-pedagogies https://education.microsoft.com/Learning/LearningPrograms/Detail/439 https://preview.education.microsoft.com/course/e597ca7b/overview https://education.microsoft.com/courses-and-resources/courses/collaborating-and-communicating-to-transform-learning-environments-with-teams https://education.microsoft.com/courses-and-resources/courses/presentation-design-101-how-to-create-visual-slides-with-impact
Mastery skills	• Introduction to Microsoft Teams – the digital hub for educators and students. • DC L&T SharePoint for Teams. • Create content to flip the classroom through screen casting.	https://preview.education.microsoft.com/course/87c99804/overview https://dubaicollege.sharepoint.com/learning-and-teaching/microsoft-teams https://preview.education.microsoft.com/course/8ebc6daf/overview
Impact skills	• Blended, personalised learning. • Dyslexia Awareness: In partnership with Made By Dyslexia. • Introduction to Skype in the Classroom. • Problem Based Learning. • Digital Story Telling. • Using Technology in Evidence-Based Teaching and Learning (4 weeks).	https://education.microsoft.com/blendedlearning https://education.microsoft.com/courses-and-resources/courses/dyslexia-awareness-in-partnership-with-made-by-dyslexia https://preview.education.microsoft.com/course/e177a1e7/overview https://preview.education.microsoft.com/course/903e75a1/overview https://preview.education.microsoft.com/course/2b57129d/overview Future Learn with Chartered College of Teaching: https://www.futurelearn.com/courses/technology-teaching-learning
Innovation skills	• Data collection and assessment: Boost student-centred assessment with Flip grid (presenter-led training). • Education Transformation Framework: Modern teaching and learning. • Computational Thinking and its importance in education. • Leadership of Education Technology in Schools (4 weeks).	https://education.microsoft.com/courses-and-resources/courses/data-collection-and-assessment-boost-studentcentered-assessment-with-flipgrid https://education.microsoft.com/courses-and-resources/courses/microsoft-education-transformation-framework-modern-teaching-and-learning https://preview.education.microsoft.com/course/a41b9507/overview Future Learn with Chartered College of Teaching: https://www.futurelearn.com/courses/education-technology-leadership-in-schools
School Ecosystem	Office 365: One Note Class Notebook, Teams, Sway, Excel, Word, PowerPoint, Forms, Stream; SharePoint, Solstice.	
Toolkit	Padlet, Quizlet, EdPuzzle, YouTube, Kahoot, iMovie, Seesaw, Masolit, GCSEPod, Century Tech, CoralDraw, Fusion 360, Photoshop, Autograph, MyMaths, Geogebra, E-Chalk, Google Earth, Edmodo.	

SAMR Model: Substitution Augmentation Modification Transformation Pedagogy

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Policy Details	
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Responsible SLT	Deputy Head Learning and Teaching