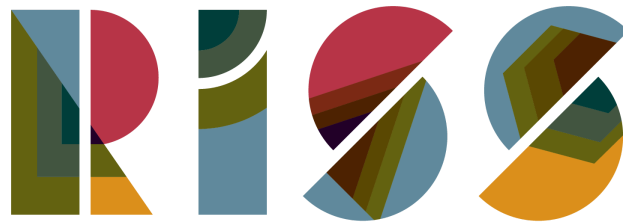


# Learning Technology Plan



**ROTTERDAM**  
**INTERNATIONAL**  
**SECONDARY**  
**SCHOOL**

# Table of Content

Table of Content	2
1. Vision on Education and Technology	2
2. Technology as a tool	3
3. Digital Citizenship and Digital Literacy	6
4. Online Learning	9
5. Technology Provision	10
6. Strategic Planning and Future Goals - 2023-2024	12
Curriculum, Instruction and Assessment	12
Learning environment	13
Professional development	13
Other	13
7. Staff use of Learning Technology and Training	14
8. Management of hardware and software	15
9. Evaluation	16
Appendix 1 - Learning Technology Resources being used	16
Appendix 2 - Technology Basic Skills Checklist	21

# 1. Vision on Education and Technology

## Our Vision

Educating for self-awareness, curiosity and integrity in a changing world.

## Our Mission

Our mission is for every student to enjoy their youth. We will do this by providing innovative approaches to learning, by encouraging achievement, by fostering international mindedness with local and global engagement, by modelling ethical behaviour and by acting respectfully and with honesty.

## Key Strategic Drivers related to Technology

1.2 - Strengthen or develop school systems that directly or indirectly aid learners to achieve and progress within our commitment to inclusion via diversity, equity and anti-racism (I-DEA) in a changing world.

1.3 - Ensure that RISS is able to respond to levels of uncertainty and crisis not seen before via fostering resilience, flexibility, community cohesion and collaboration across all school statements..

2.1 - Strengthen our conceptual understanding, knowledge and skills-based expertise to confidently deliver instruction with emphasis on student agency, current affairs, experiential learning and school values.

2.2 - Design individual pathways to equip learners with the knowledge, skills, understandings and dispositions/attitudes to confidently navigate a changing world.

2.3 - Encourage a professional learning culture in which teachers share, explore and implement new practices, research and innovative approaches to teaching and learning.

2.5 - Prepare our students for a more independent academic life starting from early years, so they become more accountable to their learning and progress.

3.3. Foster compassion, empathy, tolerance and adaptability in the RISS Pastoral Programme with all students across all grades to promote happiness and help students and the community to deal with complexities of modern life.

3.5. Raise levels of long-term meaningful actions on student agency, environmental sustainability and current affairs that celebrates our bias free participation on global issues.

4.3. Develop an atmosphere of sharing and research-informed practice, where conversations on teaching and learning are the norm and feed forward thinking into producing an atmosphere of curiosity and a love of learning.

4.4. Being proactive in the identification of skills gaps and/or performance by ensuring that systems of support are provided as a sustainable and ongoing approach.

5.4. Invest in learning technology that maximises teaching and learning and community

integration as well as developing a palpable love of learning amongst the students.

At RISS, we will seek to make a provision that goes beyond the classroom setting and explores the potential of technology, the school and the community of Rotterdam and beyond to enhance the learning experiences of our students.

*[\(RISS High-Quality Learning & Teaching Policy\)](#)*

## 2. Technology as a tool

RISS provides technological resources to its students, staff, parents and community for educational, administrative, and informational purposes. The goal in providing these resources is to promote educational excellence by facilitating resource sharing, innovation and communication with the support and supervision of parents, teachers and support staff.

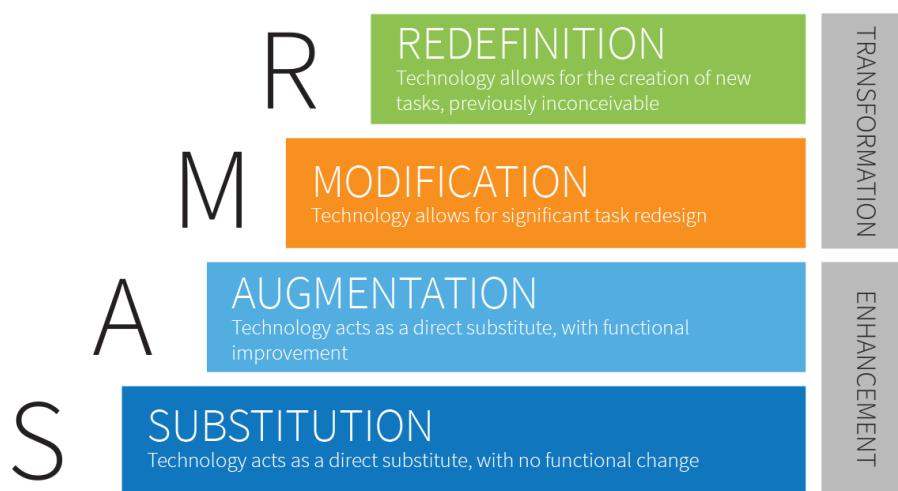
The use of technological resources is never a goal in itself but should support students and staff in their educational goals.

At RISS we promote the use of technology in a manner that is

- evident but seamlessly integrated in the curriculum,
- accessible to all learners, used to facilitate classroom environments that are inclusive and diverse by design, and useful in enhancing curriculum design and lesson planning,
- adaptive to many contexts: cultural, physical and educational,
- supportive of intercultural understanding, global engagement and multilingualism,
- helpful in fostering the collection, creation, design and analysis of significant content.

*(Utilizing Technology Effectively. IBO.org)*

We aim to reach our goals and implement the use of technology in a manner presented by the SAMR framework as presented in picture 1. Lessons and activities sometimes lend themselves for substitution, augmentation, modification or redefinition and therefore the model should not be seen as a ladder in which the redefinition phase is always the desired step. The use of technology is not the goal itself, but a tool to assist students in their existing learning goals.



Picture 1 - The [SAMR framework](#)

### **Substitution**

In the substitution stage, technology is substituted for a more traditional one, it is a simple and a direct replacement. For example: Rather than giving students a printed document of text, you now present this document to the students in a digital format (PDF, Word, Google Docs, Prezi, etc).

### **Augmentation**

In this phase, the use of technology is still a replacement of a traditional tool, but there are functional improvements. For example: the user is now able to add interactive features to a document or presentation in the form of links and videos.

### **Modification**

The modification phase is the first step in the transformative range where the use of technology allows for significant task redesign. For example: students are collaborating on a Google Document and create digital organisers to present their work. The students then share their document with the class allowing them to make comments on their work.

### **Redefinition**

In this transformative phase, the use of technology allows for the creation of new tasks that were not possible without technology. The goal is to give students a new and unique experience by the implementation of technology. To continue with the previous example, after students created their work and allowed for peers to give them feedback: now students share their work with a community elsewhere in the world. To go even further in this phase, students could connect with students elsewhere in the world in real time to share their experiences.

### 3. Digital Citizenship and Digital Literacy

[Digital citizenship](#) refers to the responsible use of technology and the internet, including the knowledge and skills needed to participate in online communities and make informed decisions about digital life.

It includes various aspects such as online privacy, security, ethics, digital etiquette, and digital literacy. Within our [high quality teaching and learning](#) provision, digital citizenship is important for students to learn as it prepares them for responsible and safe behavior in the digital world and helps them to become active, informed and responsible digital citizens.

While digital citizenship is about a set of values providing a framework for online action and behaviour, digital literacy is all about the skills students need to learn to be good digital citizens. Teaching the competencies of digital literacy, which includes the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital technologies are embedded in our curriculum. The competencies are outlined in the framework below and evident in our curriculum planning through Atlas.

Within the Information, Communication and Technology classes in Foundation Years there is a strong emphasis on the teaching of these competencies as well as digital citizenship.

To further enhance the digital citizenship offer within the curriculum, RISS organises workshops about social media for students on a yearly basis and digital citizenship is embedded within the pastoral provision throughout all the year groups within the school. The school's approach to digital citizenship is supported by the Learning Technology Plan and the Acceptable Use of Technology agreement, presented to and signed by all students at the start of each academic year.

## Digital Competencies

Competence area and competences	Description
<b>1. Information and data literacy</b>	To articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage and organise digital data, information and content.
1.1 Browsing, searching and filtering data, information and digital content	To articulate information needs, to search for data, information and content in digital environments, to access them and to navigate between them. To create and update personal search strategies.
1.2 Evaluating data, information and digital content	To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content. To analyse, interpret and critically evaluate the data, information and digital content.
1.3 Managing data, information and digital content	To organise, store and retrieve data, information and content in digital environments. To organise and process them in a structured environment.
<b>2. Communication and collaboration</b>	To interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity. To participate in society through public and private digital services and participatory citizenship. To manage one's digital identity and reputation.
2.1 Interacting through digital technologies	To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context.
2.2 Sharing through digital technologies	To share data, information and digital content with others through appropriate digital technologies. To act as an intermediary, to know about referencing and attribution practices.
2.3 Engaging in citizenship through digital technologies	To participate in society through the use of public and private digital services. To seek opportunities for self-empowerment and for participatory citizenship through appropriate digital technologies
2.4 Collaborating through digital technologies	To use digital tools and technologies for collaborative processes and for co-construction and co-creation of resources and knowledge
2.5 Netiquette	To be aware of behavioural norms and know-how while using digital technologies and interacting in digital environments. To adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments
2.6 Managing digital identity	To create and manage one or multiple digital identities, to be able to protect one's own reputation, to deal with the data that one produces through several digital tools, environments and services.
<b>3. Digital content creation</b>	To create and edit digital content. To improve and integrate information and content into an existing body of knowledge while understanding how copyright and licenses are to be applied. To know how to give understandable instructions for a computer system
3.1 Developing digital content	To create and edit digital content in different formats, to express oneself through digital means.



3.2 Integrating and re-elaborating digital content	To modify, refine, improve and integrate information and content into an existing body of knowledge to create new, original and relevant content and knowledge.
3.3 Copyright and licences	To understand how copyright and licences apply to data, information and digital content.
3.4 Programming	To plan and develop a sequence of understandable instructions for a computing system to solve a given problem or perform a specific task
<b>4. Safety</b>	To protect devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.
4.1 Protecting devices	To protect devices and digital content, and to understand risks and threats in digital environments. To know about safety and security measures and to have due regard to reliability and privacy.
4.2 Protecting personal data and privacy	To protect personal data and privacy in digital environments. To understand how to use and share personally identifiable information while being able to protect oneself and others from damages. To understand that digital services use a "Privacy policy" to inform how personal data is used.
4.3 Protecting health and well-being	To be able to avoid health-risks and threats to physical and psychological well-being while using digital technologies. To be able to protect oneself and others from possible dangers in digital environments (e.g. cyber bullying). To be aware of digital technologies for social well-being and social inclusion.
4.4 Protecting the environment	To be aware of the environmental impact of digital technologies and their use.
<b>5. Problem-solving</b>	To identify needs and problems and to resolve conceptual problems and problem situations in digital environments. To use digital tools to innovate processes and products. To keep up to date with the digital evolution
5.1 Solving technical problems	To identify technical problems when operating devices and using digital environments, and to solve them (from trouble-shooting to solving more complex problems).
5.2 Identifying needs and technological responses	To assess needs and to identify, evaluate, select and use digital tools and possible technological responses to solve them. To adjust and customise digital environments to personal needs (e.g. accessibility).
5.3 Creatively using digital technologies	To use digital tools and technologies to create knowledge and to innovate processes and products. To engage individually and collectively in cognitive processing to understand and resolve conceptual problems and problem situations in digital environments.
5.4 Identifying digital competence gaps	To understand where one's own digital competence needs to be improved or updated. To be able to support others with their digital competence development. To seek opportunities for self-development and to keep up-to-date with the digital evolution
5.5 Computational thinking	To process a computable problem into sequential and logical steps as a solution for human and computer systems.

*A Global Framework of Reference on Digital Literacy Skills for Indicator 4.4.2*

Last reviewed: June 2023

Next review: June 2024

## 4. Online Learning

At RISS, we are proud to continue delivering our high quality teaching and learning online when the need arises. We are committed to provide alternative means of education in the form of digital teaching and learning. While online learning does not replicate onsite learning, our teachers are equipped to deliver quality lessons and instruction through online resources. To keep our staff and students trained in online teaching and learning, we practice Stay At Home (STAH) days for students each academic year, per grade level. Additionally, we use STAH during IGCSE and IBDP exam periods to alleviate the pressure on use of available classrooms.

The following platforms support us in our digital teaching and learning provision as well as collaboration between staff, students and families to ensure a quality student learning experience when planning and delivering remotely:

- **Magister:** the timetable for students will be updated on Magister. This allows for students, parents/guardians and staff to use Magister in the same way as they are used to. Homework will be posted here as well.
- **Google Workspace:** student Google accounts, including all Google for Education tools (Gmail, Docs, Sheets, Slides, etc.)
- **Google Classroom** is the platform all teachers use with their classes to share instructional videos, assignments, homework and communication.
- **Google Meet** is a live video conferencing tool all staff and students have access to through their Google accounts. This may be used for live video calls with a student or students.
- Teachers may use additional online resources for their lessons. This will be clearly communicated by the teacher via email or Google Classroom.

In addition to the above resources, we encourage students and parents/guardians to contact [wrservicedesk@wolfert.nl](mailto:wrservicedesk@wolfert.nl) for any tech related questions and to expect a response within 24 hours. This email address is managed by the school's Technology support staff.

## Responsibilities and Expectations

### Students

- Check Magister for when your classes will take place
- Dedicate appropriate time to learning according to the timetable available on Magister and attend classes
- Check online platforms for information on classes, assignments and resources daily
- Engage in all learning with academic honesty
- Submit all assignments in accordance with provided timeline and/or due dates
- Communicate directly with the teacher when you have questions regarding a class, an assignment or a resource

## **Parents/Guardians**

Support their child(ren) in their learning by:

- Providing an environment conducive to learning
- Encouraging students to attend their lessons as scheduled on Magister
- Engaging in conversation on posted materials and assignments
- Monitoring time spent engaging in online and offline learning
- Support emotional balance by providing space and time for reflection, physical activity, conversation and play

## 5. Technology Provision

### Hardware in the classroom

All classrooms are equipped with a Prowise interactive display, allowing for a large view angle as well as high performance audio and video. The multi-touch functionality allows collaboration to take place in the classroom. In addition to Google Workspace, teachers have access to Prowise Presenter software, allowing them to create interactive and transformational lessons. Teachers are free to use any other presentation tools to enhance their teaching and learning in the classroom.

All teachers are provided a MacBook to help successfully fulfill their daily duties, including lesson planning and email communications with colleagues and students.

Additional hardware is available in the form of two fully equipped computer rooms (JC), 6 mobile Chromebook carts, 1 mobile iPad cart and 1 mobile cart with Windows laptops. It is the teacher's discretion to decide on the use of mobile phones during lessons, in line with the schools [Mobile Phone Policy](#).

### Software and learning technology resources

Throughout our educational programmes, technology is used in different ways to enhance students' learning. The overview in [Appendix 1](#) shows an overview of learning technology resources being used.

## 6. Strategic Planning and Future Goals - 2023-2024

Strategic planning and future goals related to Learning Technology has been divided into four categories:

- Curriculum, Instruction and Assessment
- Learning environment
- Professional development
- Other

### Curriculum, Instruction and Assessment

- Provide emerging technology solutions to enhance the education programmes

Action	Who	Timeframe
The IT department will investigate different options to ensure the solution meets the expectations of the offered educational programmes. Specifically the effective use of Virtual Reality within teaching and learning.	Learning Technology Coordinator IT Technician Central IT department	Ongoing
Find an effective solution to share the assessment calendar with the community that works for all stakeholders.	Learning Technology Coordinator Curriculum Leaders	September 2023

### Learning environment

- Learning technology provision in both campuses

Action	Who	Timeframe
Check hardware and software status of available devices to make sure it is in working order.	Learning Technology Coordinator IT Technician	Ongoing
Provide teacher and staff support to effectively use learning technology, specifically the newly designed computer room at the Junior Campus.	Learning Technology Coordinator	Ongoing

### Professional development

- Teachers will be able apply the SAMR model in their teaching practice

Action	Who	Timeframe
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Investigate teacher's use of technology and identify gaps and provide support and Professional development opportunities.	Learning Technology Coordinator	Start of 2023-2024
Provide Tech Update emails with information about educational technology with all staff	Learning Technology Coordinator	Ongoing, once per term

## Other

- **Fill the vacancy for IT Technician**

Action	Who	Timeframe
Since December 2022, RISS does not have an IT Technician on staff. The Learning Technology Coordinator is covering tasks and responsibilities until a new technician is hired.	Learning Technology Coordinator Teachers Leadership Team Wolfert IT department	Before the start of 2023-2024

- **Create a short term and long term IT budget in collaboration with the central IT department from Wolfert Schools**

Action	Who	Timeframe
Meet with CLs/LT to discuss Tech purchase needs across the school	Learning Technology Coordinator CLs LT	Ongoing

- **Evaluate the Technology Plan**

Action	Who	Timeframe
Yearly review of the Technology Plan to ensure it meets the current standards and needs of the school	Learning Technology Coordinator Teachers Leadership Team	Yearly

## 7. Staff use of Learning Technology and Training

RISS staff are expected to have a proficient technological level. Each teacher is presented with a list of basic skills. ([Appendix 2](#)). The Learning Technology Coordinator provides ongoing professional development for teachers and staff to enhance their technological literacy skills. Teachers who would like additional support or training, will get in contact directly with the Learning Technology Coordinator or through their Curriculum Leader.

Additional training sessions and mini-workshops will be organised regularly to boost staff confidence in the integration of technology into their practice.

At RISS, teachers will be able to:

- Utilize the internet effectively to find resources for research and instruction
- Determine the credibility of sources and teach students about the credibility of sources
- Utilize technology tools to create authentic and engaging instruction presentations.
- Integrate student use of technology within lessons and unit plans.
- Utilize technology tools to assess student performance.
- Utilize online tools to enhance teaching and learning.
- Utilize technology to differentiate instruction and learning.
- Utilize technology for online teaching/blended learning/flipping the classroom.
- Apply basic troubleshooting to resolve technological issues and recognise who to contact as the need arises.
- Communicate using digital tools (including email).
- Utilize technology in a range of substitution, augmentation, modification, redefinition.

Teachers model digital citizenship to students and embedded within their teaching and learning provision they develop strategies to education students about responsible technology use, digital citizenship and online safety. This includes teaching students about online privacy, cybersecurity, media literacy and the ethical use of digital resources.

Staff use the **Google Workspace** extensively. The Google suite includes a range of tools that can help increase opportunities for critical thinking, communication, collaboration and creativity, while supporting the student learning objectives as well as managing administration tasks. These tools are free, ad-free, reliable and secure\*. These tools are relevant, easy to use and open doors to many new ways of learning.

*\* Additional Google tools have been selected with Wolfert IT and Stichting BOOR to ensure we meet the GDPR standards of staff and students using Google services.*

## 8. Management of hardware and software

Hardware management is the IT technician's main task. The IT technician has to ensure that the hardware is in working order and kept up to date. All updates, improvements and upkeep is done in communication with the central Wolfert schools IT department. The IT technician will work closely with the Learning Technology Coordinator (LTC) to ensure the school is up to date in its IT provision at both campuses.

The IT technician manages software installation and updates. Staff requests for new software will be communicated to the LTC and the IT technician. The curriculum leader and leadership team need to first approve the purchase of licenses.

Departments can ask for LTC support regarding researching new technologies to use within departments. The LTC will assist the department with the research to look for a tool aligned with the learning goals. When approved and purchased, the IT technician will install the software so it is available to students and staff.

In case of technology errors or failures, the teacher will try to solve the problem first. If this is not possible, the IT technician needs to be contacted. All staff members can send their request to [wrservicedesk@wolfert.nl](mailto:wrservicedesk@wolfert.nl). The request will be dealt with as soon as possible. Updates will be given via email. The IT requests will be collected in one location to ease the problem solving process for the future, allowing for the IT team to find common problems.

Since November 2022, RISS does not have an IT technician on staff. The responsibilities of this position are temporarily covered by the Learning Technology Coordinator, until a new IT technician is hired.



## 9. Evaluation

This Learning Technology Plan was first introduced in 2019 and will be reviewed on a yearly basis. In between the yearly review sessions, there will be time allocated for evaluation moments to ensure the ongoing process of the short and long term goals. These goals can be adjusted, removed or new ones added as necessary.

## Appendix 1 - Learning Technology Resources being used

Last updated: 09/05/2019		Learning Technology Resources						
Name	Used in the following grades	Used in the following subjects	Description of use	Online	Software	App	Structurally used	Registration purposes
G-Suite for Education	6-12	All	G Suite is a brand of cloud computing, productivity and collaboration tools, software and products developed by Google	x		x	x	x
Kahoot!	6-12	All	Kahoot! is a game-based learning platform, used as educational technology in schools and other educational institutions.	x		x	x	
GCSE Pod	9-10	English, Math	3-5 minute burst of audio-visual learning and specialist subject knowledge for 20+ curriculum areas.	x			x	
Kognity	9-12	Math, Science (all), Geo, Business Management, TOK, Economics	Online interactive textbooks and exercises	x			x	
Quizizz	6-12	All	Online tool for formative assessment	x		x		
Edpuzzle	6-12	All	Add your own voice narration and questions to videos and track students learning from your videos	x				
Microsoft Office	6-12	All	Word, Excel, Powerpoint, Access, Publisher, Frontpage		x	x	x	

Adobe Creative Suite	9-12	ICT / Art	All Adobe programs are available (Photoshop, Illustrator, Dreamweaver, InDesign, etc)				X		X
EBSCO	9-12	English	Leading provider of research databases, e-journals, magazine subscriptions, ebooks and discovery service for academic libraries				X		X
ManageBac	11-12	EE, CAS	Planning, assessment and reporting platform for the IB continuum.				X		X
TurnItIn	9-12	English, TOK, GPE, EE	Provides instructors with the tools to prevent plagiarism, engage students in the writing process, and provide personalized feedback.				X		X
MyImaths	9-12	Math	Interactive online teaching and homework subscription website for schools that builds pupil engagement and consolidates maths knowledge.				X		X
Off2Class	6-11	EAL	English proficiency testing. EAL online Lesson for EAL teachers.				X		X
GetRevising	9-12		Revision tool				X		X
Vocabulary.com	6-12	English/EAL	Expand and practise vocabulary				X		X
LiteracyPlanet (trial)	6-8	English	Differentiated language practice				X		
DigitalTheatrePlus	6-12	English, Drama	Drama performances and resources				X		X
Goobric	6-12	English	Feedback tool compatible with G Suite				X		X
Pamoja	11- 12	Psychology, Philosophy, Film Studies, Business Management, Spanish	Online provider of IBDP subjects and assessments						X

FlipGrid	6-12	English	Online platform for audio and video sharing	x			x	
Mathsisfun.com	6-12	Math		x				
Geogebra	6-12	Math	A dynamic mathematics software		x			
Desmos	8-12	Math	Online calculator	x				
Ti-Nspire	9-12	Math	Graphic calculator + app	x	x			
enrich.maths.org	6-12	Math	Mathematics resources	x				
mathsplayground.com	6	Math	Mathematics resources	x				
MrNussbaum.com	6	Math	Mathematics resources	x				
Kangaroo app	6-9	Math	Mathematics resources	x		x		
illuminations.nctm.org	6	Math	Mathematics resources	x				
Phet	6-12	Science	Excellent simulations for students to try NOTE: sometimes problematic as it needs Java for some simulations - <a href="https://phet.colorado.edu/">https://phet.colorado.edu/</a>	x				
falstad	9-12	Physics	good simulations - needs Java - <a href="http://www.falstad.com/">http://www.falstad.com/</a>	x				
Padlet	6-12	science (all?)	digital wall to collect student work	x			x	
TEDEd	6-12	science	useful sources to support learning - videos, lectures	x			x	
stem.co.uk	9-10	Science	graph shots-practicing motion graphs NOTE: Adobe is needed for this	x				
walter fendt	9-12	Physics	simulations <a href="https://www.walter-fendt.de/html5/phen/acceleration_en.htm">https://www.walter-fendt.de/html5/phen/acceleration_en.htm</a>	x				
BBC BiteSize	6-8	science	learning and revision site	x				
Twig	8-10	Science	videos, experiments, quizzes	x				

Royal Society of Chemistry	9-12	Chemistry	simulations, experiments NOTE: sometimes problematic as it needs Java for some simulations	x				
BrainPop	6-8	Science	videos, quizzes, simulations	x				
Concord Consortium	9-12	Science	simulations, quizzes NOTE: sometimes problematic as it needs Java for some simulations	x				
Vision Learning	11-12	Biology	quizzes, online resources	x				
Scitable	11-12	Biology	additional resources	x				
Tutor2u.net		Economics	blog, quizzes, revision, videos	x				
Teach-ICT.com	11-18	ICT	Info, notes, quizzes	x			x	
ibmastery.com	11-12	Economics	criteria I	x			x	
GetRevising.com	15-18	All	Revision, studying, resources. Revision planning and studying apps and advice, quizzes, revision cards etc	x			x	
papacambridge.com/	60-18	All	CIE past papers etc	x			x	
Quizlet	All	All	Revision	x				

## Appendix 2 - Technology Basic Skills Checklist

Technology Basic Skills Checklist	
This checklist covers the basic skills we expect our teachers to master	
General use of MacBook	
I can print documents to the printer	
I can use the Microsoft Office software	
I can create a Word document and save this as a PDF	
I can identify and use icons, windows, menus and shortcuts	
I can use the mouse pad to left/right/double click and scroll	
I can create and rename files and folders	
I can use keyboard shortcuts to operate the computer	
Gmail	
I can sign in/out of my email	
I can send emails and use the CC/BCC feature correctly	
I can create a contact group and use this group to send an email to a group of people efficiently	
I can create folders/labels to organise and store emails	
I understand I should not click on any links in emails coming from an unknown source to ensure the safety of my account	
Use of Prowise	
I can turn on/off the Prowise	
I can change the input to show my Macbook screen on a Prowise	
I can access my files on the Prowise to show lesson content/materials	
I can play a DVD on a Prowise ( <i>some Prowise boards need external DVD player</i> )	
I can use the Prowise as a whiteboard	
I can use the Prowise Presenter software to create interactive and engaging lessons	
Google Drive	

I am able to sign in to My Drive	
I am able to create and manage an organised folder structure	
I am able to create new files and name them appropriately	
I am able to move files between folders	
I am able to share folders and files with others	
I understand the different sharing options and can apply them correctly (edit, comment, view)	
I am able to make a copy of files	
I am able to upload files to Drive	
I am able to convert Microsoft Office files to Google files (Word to Doc, Excel to Sheets, PPT to Slides)	
I understand the difference between My Drive and Shared With Me	
Google Classroom	
I know how to navigate to Classroom	
I can create a new class	
I can enrol students in my classes	
I can create and edit topics to organise the content	
I can create new announcements, assignments, materials	
I can upload attachments from my computer	
I can upload attachments from Drive	
I can create assignments and understand the different ways of sharing attachments to students	
I can use Classroom to look at students work and provide individual feedback	
Using technology with students	
I can navigate to the online check out form for iPads, Chromebooks, Laptops	
I can reserve a mobile cart for a specific day and time	
I know the procedure for taking the mobile cart to and from my lesson	
I know that all devices need to be plugged in after use	
I know that I have to plug in the mobile cart after I used it in my lesson	
I know what a Chromebook is and how they can be used effectively	
I know what an iPad is and what kind of activities the students can do with them	



Questions about any of the above can be send to the Learning Technology Coordinator at:  
[gou@wolfert.nl](mailto:gou@wolfert.nl)