Introduction to Padlet

E-tivities based on JISC Digital Literacies.

The following tasks are designed to help you create E-tivities with Padlet which raise awareness of the JISC Digital Literacy framework.

In each task your group will need to create a new Padlet to record your ideas. Please add a link to each of your Padlets in the NILE site 'LLT-padlet'.

Please note. each task is assigned a different Padlet layout.

Task 1. - ICT proficiency & productivity.
(Using the theme Wall)

Choose an activity from those below and makes notes on a new Padlet.

A) ICT proficiency

Considering a new E-tivity, make notes of what is readily available to students:

- Devices
- Systems & apps *(Consider the University's policy on use of third-party tools)*
- Training & support
- Resources: licensed and OER resources are available for you to use
- Possible activity outputs E.g. Vlog, Infographic, Blog etc.

B) ICT productivity.

Reflect on a previous E-tivity and consider the following:

- What opportunities were there for the students to explore the use of different technology?
- How did the students learn from each-other's experiences?
- How did you signpost to opportunities for support & training?
- How did the students assess the benefits and constraints of different digital tools?
- How did you feedback on your students' digital competencies?

Task 2, Information, data and media literacies.

(Using the theme Canvas)

Use Padlet to design a workflow (by connecting boxes) for one of the following:

- Create a diagram explaining the steps involved in creating of a survey on 'students use of social media'. (consider GDPR)

- Create a diagram explaining how to collect and save sensitive data such as an employee or customer list. (consider GDPR)

- Create a diagram explaining how students may create a video presentation which references original images. (consider copyright)

Task 3, Digital creation, problem solving and innovation

(Using the theme Stream)

Create a Padlet for one of the following:

- **Digital creation**; post examples of a range of digital artefacts such as digital writing; digital imaging; digital audio and video, digital code, apps and interfaces, web pages.

- **Digital research and problem-solving**; Post examples of a range of research outputs and then peer evaluate the quality and value of these in your group.

- **Digital innovation**; Identify how students and staff can use technology to record and share ideas. (Excluding E-mail and MS Office,)

Task 4, Digital communication, collaboration and participation (Backchannel)

- **Digital communication**; engage in a short online conversation about Brexit in which one party is seeking to antagonize (Troll) the others.

- **Digital communication**; in no more than 2 mins, list methods for identifying if a digital communicator is false.

- **Digital collaboration**; in no more than 2 mins, list the ways in which Padlet can be used collaboratively

- **Digital collaboration**; in no more than 2 mins, list how you may work use technology to collaborate with others for whom English is not the first language.

- **Digital participation;** in no more than 2 mins, discuss your preferred digital networks for creating positive connections and building contacts.

- **Digital participation;** in no more than 5 mins, identify and list networks in a which conversation of how to behave safely and ethically in networked environments has

undertaken.

- **Digital participation**; in no more than 5 mins, identify a number of professional networks and discuss your initial thoughts of these.

Task 5, Digital learning and development

(Using the theme Grid)

Create a Padlet for one of the following:

- **Digital learning**; identify a range of digital learning materials on how to create 'Wordpress Blogs', organise these by which you feel may be most useful for your own learning.

- **Digital teaching**; identify three ways you could help support your students creation of a vlog. Consider time both inside and outside of the classroom.

- **Digital teaching**; List the learning benefits and considerations of setting an activity in which your students work in groups to create one of the following digital artifacts; Vlog, infographic, blog. Organise by importance.

Task 6, Digital identity and wellbeing (Shelf)

- **Digital identity management**; Plan how you can build and maintain and safeguard digital profiles for the following; personal, friends, colleagues, professional, note the 'reputational benefits and risks involved in digital participation.

- **Digital wellbeing**; create a diary of your weekly engagement with digital technology using the following headings, social networking, health, relaxation, entertainment, work. Consider whether you are using technology in a healthy way, or if you would like to develop better digital habits.

- **Digital wellbeing;** design a plan of how you could use digital technologies to live more healthily, use the headings; diet, exercise, social, rest, work.

- **Digital wellbeing**; list five digital scenarios in which it is important to consider safety and wellbeing, make suggestions under each on how you can safeguard either your safety or that of others.

Links:

http://repository.jisc.ac.uk/6611/1/JFL0066F_DIGIGAP_MOD_IND_FRAME.PDF

https://askus.northampton.ac.uk/Learntech/faq/185829

https://nile.northampton.ac.uk/webapps/blackboard/execute/courseMain?course_id=_81436_1

http://askus.northampton.ac.uk/Learntech/faq/186516