



ACTIVITIES to set up PLCs and facilitate inquiry & reflection



DIGITAL DIMENSION

Working smarter together: Digital strategies for team success

LeaFaP

Leading and Facilitating Professional Learning Communities
in Schools towards an Inquiry-based and Reflective Practice
KA220-SCH - Cooperation partnerships in school education

Digital Dimension	
1. Focus of the activity	4 Activities for Digital Optimization: Team Management and Work Organization in Virtual and Hybrid Environments
2. Duration of practice	120 minutes
3. Prior experience of the PLC	Participants Beginning in a Professional Learning Community (PLC)
4. Goals of the activity	<p>The proposed objectives have been associated with the activities as learning objectives.</p> <p>ACTIVITY 1:</p> <ul style="list-style-type: none"> ✓ Develop the ability to organize and manage online or hybrid PLC meetings using digital platforms, enabling effective configuration and management of virtual sessions with a range of digital tools. ✓ Strengthen participants' digital competence for efficient teamwork management and time organization in virtual settings. <p>ACTIVITY 2:</p> <ul style="list-style-type: none"> ✓ Encourage the use of collaborative digital tools for real-time document creation and graphic organizers, learning to apply design principles and digital tools to produce clear and visually appealing educational materials. <p>ACTIVITY 3:</p> <ul style="list-style-type: none"> ✓ Promote reflection and idea-sharing using digital tools in an inclusive, interactive virtual environment, fostering interaction, critical analysis, and participation from all members. <p>ACTIVITY 4:</p> <ul style="list-style-type: none"> ✓ Build skills to solve common technical issues in virtual environments: Train participants to identify and solve basic technical issues that may arise during virtual sessions, such as audio, video, connection, or specific tool-related problems. ✓ Strengthen participants' digital competence for efficient teamwork management and time organization in virtual settings.
5. Description of the activity	<p>Currently, many meetings can be organized through online platforms where PLC members can share ideas, materials, and reflective reports using digital tools. Another important aspect that will be addressed in the activities is the inclusion of data protection topics (GDPR).</p> <p>This approach involves four activities designed to guide participants in effectively using digital tools, promoting familiarization, practical application, and collaborative reflection.</p> <p>Activity 1: Getting to know Digital Platforms and Tools (Estimated Time: 30 minutes)</p> <p>The goal is to build capacity for organizing and managing online or hybrid meetings using digital platforms (such as Zoom, Teams, or Google Meet). Participants will learn how to set up meetings, use functions like screen sharing, create polls, and organize breakout rooms.</p> <p>As a reinforcement, an online session will be organized where participants take on different roles (facilitator, participant, moderator) to practice managing advanced functions and engaging members.</p> <p>Activity 2: Collaborative Creation and Editing of Documents and Graphic Organizers (Estimated Time: 30 minutes)</p> <p>This activity aims to encourage the use of collaborative digital tools for real-time creation and editing of documents and graphic organizers. Tools like Google Docs, Canva, and others will be introduced for collaborative document creation and visual organization. Through a group activity, participants will work together to design a graphic organizer or document that summarizes key ideas from a recent PLC session,</p>

	<p>reinforcing the activity by sharing the completed work and highlighting the importance of visual clarity and design.</p> <p>Activity 3: Facilitating Reflection and Interactive Participation in Virtual Environments (Estimated Time: 30 minutes) This activity aims to encourage reflection and the exchange of ideas using digital tools within an inclusive, interactive virtual setting. Participants will engage in a collective reflection activity on a theme previously explored in the PLC, utilizing tools like Padlet, Mentimeter, or discussion forums.</p> <p>To explore further, participants can engage in small-group debates or discussions via breakout rooms, where each member reflects on the learning acquired from previous sessions. At the end of the activity, a group summary will be shared using a collaboratively created graphic organizer.</p> <p>Activity 4: Teamwork Planning and Management Using Digital Tools (Estimated Time: 30 minutes) This final activity focuses on strengthening digital competencies for efficient teamwork and time management in virtual environments. Participants will use project management tools like Trello, Microsoft Planner, or similar platforms to create a team work plan. They will define roles, deadlines, and tasks, organizing time and resources efficiently.</p> <p>Additionally, participants will receive training in troubleshooting common technical issues with a shared resource repository. It is suggested to rotate the "technical support" role among participants in each session, gathering constant feedback to improve these resources.</p> <p>A template will also be provided for managing work timelines, which may be helpful in PLC meeting management (TOOL 1 and TOOL 2).</p>
6. PLC dimensions addressed	<ul style="list-style-type: none"> • Digital Competence • Collaboration • Inquiry and Reflection • Shared Learning and Knowledge <p>In summary, the dimensions of collaboration, shared reflection, use of digital tools, continuous improvement, inclusive community, and the sharing of best practices are the key areas developed through the previous activities and objectives, aligned with the efficient functioning of a Professional Learning Community (PLC).</p>
7. Learning outcomes for the participants	<p><u>What knowledge will the participants develop?</u></p> <p>An initial understanding of digital competence will be developed, using the context of a PLC, in addition to promoting inquiry and reflection, as well as shared learning and inclusive participation. Thus, the learnings with each of the dimensions are:</p> <p>Digital Competence.</p> <ul style="list-style-type: none"> • Various digital platforms for online or hybrid collaboration. • Collaborative tools to develop effective digital competences in professional environments, as well as to promote analysis and reflection. • Participants will develop knowledge about the design and creation of digital documents and graphic organizers using collaborative tools. <p>Collaboration.</p> <ul style="list-style-type: none"> • They will learn to use platforms that facilitate remote teamwork, fostering real-time interaction. • They will use tools that allow multiple users to work simultaneously on the same document or graphic, promoting co-creation. <p>Inquiry and Reflection.</p>

- They will learn methods for using digital platforms that promote reflection and feedback from all participants.
- They will be trained to use specific tools as means of inquiry and to guide joint reflections.

Shared Learning and Knowledge.

- The platforms will allow for sharing ideas, documents, and reflections, facilitating access to collective knowledge.
- Participants will become familiar with the use of graphic organizers that promote the visualization of ideas and joint reflections.

What skills will the participants develop?

Participants will develop key skills, including the following dimensions:

Digital Competence.

- They will develop the ability to manage online meetings, including organizing sessions and using advanced functions.
- They will learn to use the features of video conferencing platforms (screen sharing, polls, breakout rooms) to energize sessions.

Collaboration.

- They will be capable of facilitating effective collaboration among participants during online sessions.
- They will promote collaboration in critical analysis and problem-solving through interactive digital discussions.
- They will improve the organization and coordination of the team, ensuring effective and smooth collaboration in the planning and execution of tasks.

Inquiry and Reflection.

- They will facilitate reflective discussions and interactive sessions that foster feedback and collective learning.
- They will facilitate activities that promote inquiry and joint reflection among participants.

Shared Learning and Knowledge.

- They will use digital tools to share and coordinate learning within the team.
- They will encourage the exchange of best practices and experiences, contributing to the construction of collective learning.

What attitudes will the participants develop?

Participants will cultivate attitudes of openness based on digital competence, impacting the following dimensions:

Digital Competence.

- They will adopt a positive and proactive attitude toward the use of digital tools to create inclusive and interactive environments.
- They will value the features that facilitate interaction and equity in participation with the tools presented.

Collaboration.

- They will foster an environment of active collaboration where all members can participate and contribute equitably.
- They will appreciate the importance of teamwork and the co-creation of ideas, using digital tools to encourage cooperation.

Inquiry and Reflection.

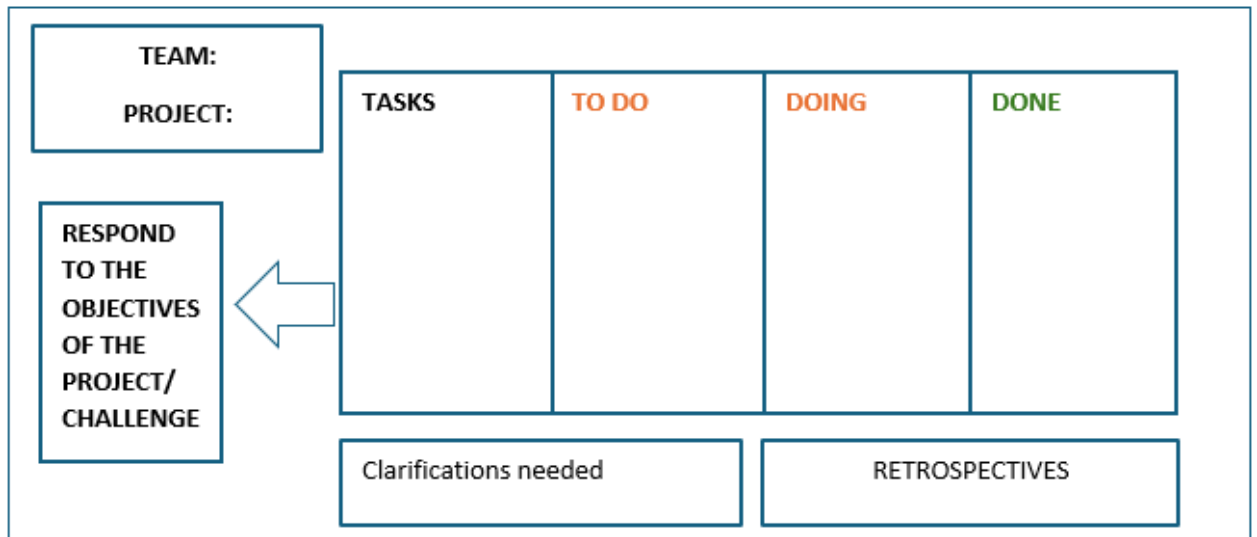
- They will commit to facilitating discussions that promote shared reflection and critical inquiry.

	<ul style="list-style-type: none"> They will adopt a collaborative approach to joint reflection, recognizing the value of collective analysis with the use of the provided tools. <p>Shared Learning and Knowledge.</p> <ul style="list-style-type: none"> They will maintain an open attitude toward joint learning and the collective creation of knowledge. They will commit to mutual learning and knowledge sharing in a digital environment.
8. Activity format	Individual, pair and group activities.
9. Materials & tools	<p>Tool 1: Planning and Managing Teamwork.</p> <p>Tool 2: Thinking Routine "Dam Roam 6x6."</p>
10. Room & preparation	The chairs and tables in the room will be arranged in a circle to make both oral and visual communication easier. Participants will also be provided with tools in photocopied sheets.
11. Dimensions of inclusion	To explain the process, it will be carried out in a room equipped with computers for individual or pair use, allowing participants to practice the resources provided.
12. Promotion of democratic values and practices	<p>The use of digital tools in online learning and collaboration fosters democratic values by allowing active, open, and equitable participation from all members of the team or community.</p> <p>Digital platforms also facilitate transparency in communication and decision-making, a fundamental value in democratic environments.</p> <p>Finally, democratic practices are reinforced by promoting a culture of respect for the diversity of opinions and the inclusion of all voices in collective debates and reflections.</p>
13. Appropriation for digital PLCs	This activity will promote the development of digital competences through the use of digital tools to create documents and graphic organizers, as well as to encourage reflection and participation from all members in online sessions. Therefore, it inherently includes the adaptation for online meetings of a PLC.
14. References & suggested sources	<ul style="list-style-type: none"> Project documents created: Reports, Results, Guide. The tools are self-developed. Data protection topics for further information.
15. Appendix following	<p>Yes.</p> <p>See the tools detailed below.</p>

APPENDIX

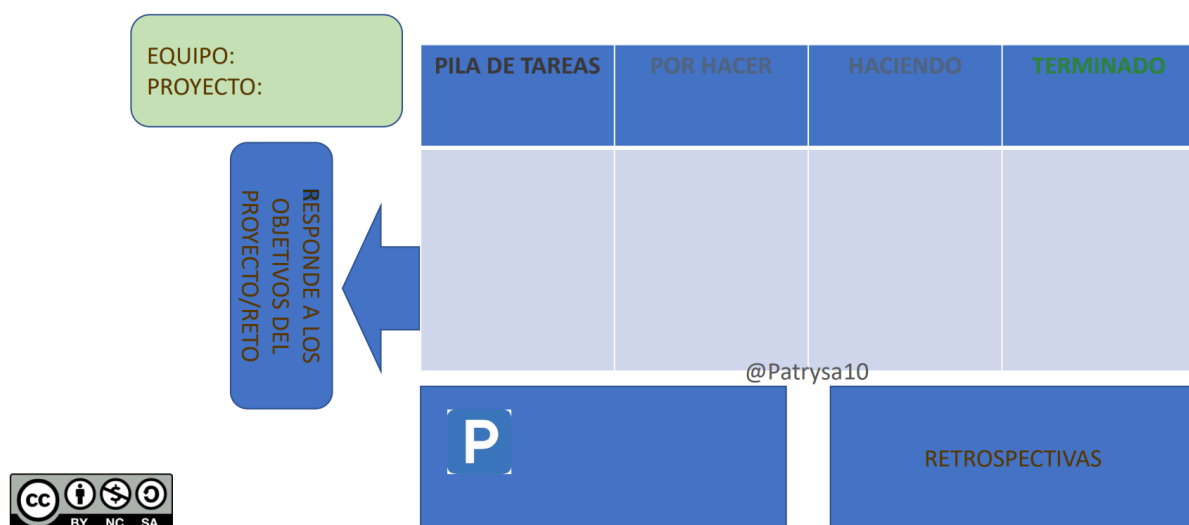
TOOL 1: PLANNING AND MANAGING TEAMWORK.

The Kanban methodology is a visual project management method implemented through boards. These boards allow teams to visualize their workflow and task load. Work is organized into columns that represent different stages of the process, facilitating management and tracking of progress.



As an example of Tool 1, an infographic created by Patricia Santos is attached, who was invited to develop a clarifying class in the Primary Education degree program in the subject of Theory of Education at the Faculty of Education Sciences (2021).

Herramienta de gestión de trabajo cooperativo: kaNban

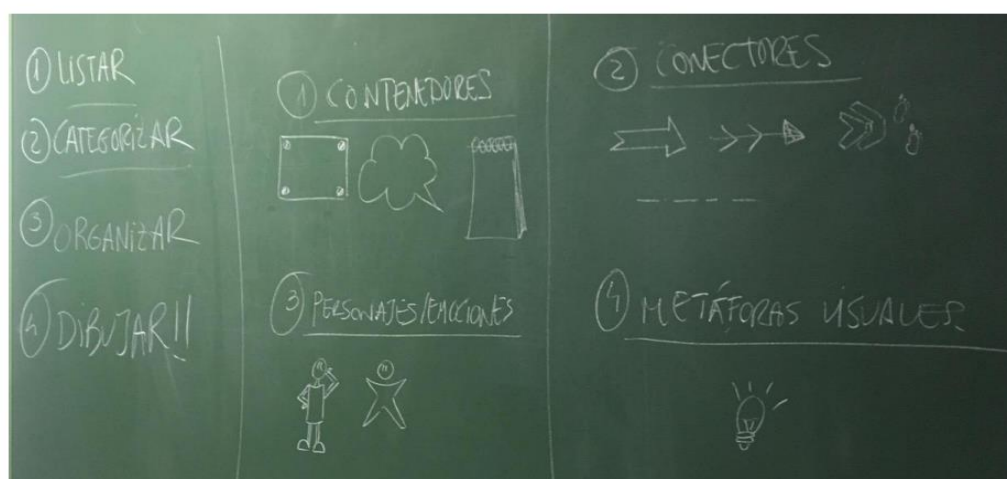
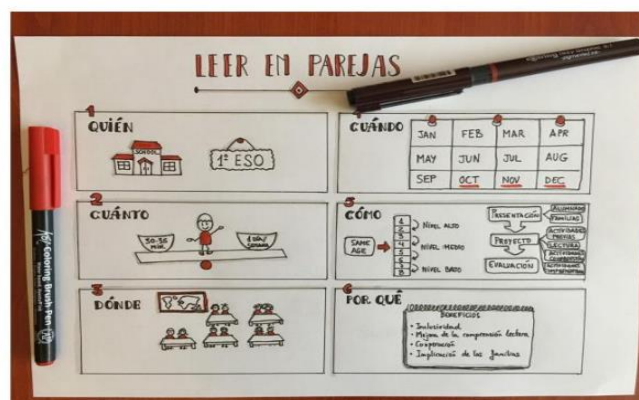


TOOL 2: THINKING ROUTINE "DAM ROAM 6X6

This tool consists of a thinking routine that includes: who, when, how much, how, where, and why. To do this, it is necessary to list or categorize the contents, organize thoughts and actions to be developed, and schematically draw the process.

TITLE OF THE ACTION/CONTENT TO BE DEVELOPED	
WHO?	WHEN?
HOW MUCH?	HOW?
WHERE?	WHY?

As an example of Tool 2, an infographic created by Patricia Santos is attached, who was invited to develop a clarifying class in the Primary Education degree program in the subject of Theory of Education at the Faculty of Education Sciences (2021).



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