



DIGITAL SKILLS TRAINING PROGRAMME FOR ROMA ASSISTANTS

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1. INTRODUCTION

Upbringing and education, and consequently the inclusion of pupils, members of the Roma Community, has been the subject of research, talks and debates on international, national and local level for several years. The need for this kind of research and debate is based on the fact that teachers and other teaching staff face certain specifics in teaching Roma pupils. The problems that teachers and associate professionals encounter in working with Roma children in the school environment are mostly connected to cultural and socioeconomic factors; moreover, certain language barriers are still very common, since most Roma pupils are not fluent in the national language, which they actually experience as a community language. According to Nuhanović (2021)¹, adjusting to school culture is stressful for all children, but in addition to this, Roma children have to deal with social inequality and cultural diversity as well. These inequalities are explained as “factors” that affect unequal achievement in school. Luciak’s and Liegl’s research (2009)² suggests that teachers in primary school believe that Roma pupils are capable and talented and see their low school performance as a consequence of low attendance, lack of parental support during education and the impact of their home environment (Roma settlements). The research on the wellbeing of Roma pupils in primary school conducted by Kovač (2021)³ shows that these children feel good at school and that they like attending school. Their wellbeing at school is affected by peer relationships and teacher-pupil connections, which they mentioned as the main reason for school popularity and their own wellbeing. From this, we can see that Roma pupils lay great importance on the relations with all school actors. In the interviews, Roma pupils stated that with the exception of a few pupils, they feel included in school. This is a very important finding, since various experts (i. e. Cornelius-White, 2007; Oberle and Schonert-Reichl, 2013; Rambaran etc., 2017) discuss the impact of social relations on school effectiveness, which are also affected by the wellbeing of pupils (see Pietarinen, Soini and Phältö,

¹ Nuhanović, S. (2021). Stavovi učitelja o obrazovnoj inkluziji romskih učenika. *Magistra ladertina*, 16 (2): 73-90.

² Luciak, M. i Liegl B. (2009). Fostering Roma students’ educational inclusion: a missing part in teacher education. *Intercultural education*, 20 (6), 497–509.

³ Kovač, L. (2021). Počutje romskih učenicev v šoli. *Master’s thesis*.

2014; Elovainio et al., 2011). These findings coincide with theoretical basis, which argues that school relations mostly affect the wellbeing of pupils at school, much more than any other factors.

The wellbeing of Roma pupils at school and positive social relationships with their peers and teachers may significantly affect their educational achievement, perception of school, regular attendance and decisions about further education after finishing primary school.

The Covid-19 pandemic had a major effect on the educational process of all pupils. Lessons were moved to the virtual environment overnight, so pupils, students, parents and especially teachers were faced with challenges they had never faced before. Low digital literacy and lack of basic digital equipment were mostly the reasons why many children had problems with engaging in distance learning. Children from families with low socioeconomic status were affected the most, since they and their parents lacked basic digital competencies and also had to face various technical barriers (no computer or tablet at their disposal at home, some even without an internet connection). Thus, it was impossible for these children to participate in online learning. Roma pupils were no exception. Besides lacking digital skills, some Roma pupils were even digitally illiterate and so were their parents. Furthermore, it is important to take into account that many children who live in Roma settlements do not have their own room or even a separate room where they could engage in distance learning without distractions.

All the above-mentioned reasons not only demanded from teachers, associate professionals and Roma assistants to acknowledge the circumstances the Roma children were in, but also to adjust online learning to their needs completely. They had to comply with the digital literacy these children really had and use ICT equipment that was at their disposal – mostly smartphones. For those who were digitally illiterate, Roma assistants provided copied worksheets, which they left in their mailboxes. However, due to language barriers these children were often incapable of solving the tasks on their own. Roma pupils sent photos of completed tasks to their teachers using certain applications. Many Roma pupils did not even sign in the e-classroom during online distance learning, so they did not have access to the lessons and worksheets that were uploaded by their teachers. The situation was the same for different applications used by individual schools. Consequently, this led to poor school performance and some Roma pupils were even held back.

In view of the fact that Roma assistants were faced with such a difficult situation for the first time without being sufficiently equipped with digital skills needed for helping Roma pupils develop digital literacy, the partnership was motivated to prepare a digital skills training programme for Roma assistants. This programme is intended to enhance their digital skills, so they can help Roma pupils develop skills needed to successfully engage in online learning.

2. INFORMATION AND COMMUNICATION TECHNOLOGY IN THE CLASSROOM

The explosion of mobile industry has hit the world in the last two decades. Laptops, smartphones, tablets and other portable digital devices are easily accessible and often necessary for almost everybody. Therefore, information and communication technology (ICT) and its use is today a vital part of modern life (Kolić-Vehovec, 2020)⁴. Since the school system is closely linked to general social changes, digital transformation of society demands an urgent implementation of ICT in education, not only with regard to the development of pupils' digital competence, new teaching strategies and learning with digital tools, but also to high digital literacy of teachers and associated professionals in schools (Ivanković, Igić, 2020)⁵. At the same time, teachers must be aware that lessons should be adapted to pupils who on the one hand know how to use digital devices, but on the other hand their digital literacy is still quite low. It is expected from teachers, associated professionals and Roma assistants that they will use digital technology in teaching and knowledge transfer and from the pupils that they will use information and digital tools for sharing, creating and connecting learning with real-life situations. All this requires teachers, associated professionals and Roma assistants with high-level digital skills. Digital competence may be defined as a specific set of skills, knowledge and attitudes needed for the use of ICT for solving tasks, problem solving, communication, content creation, use of information etc. (Pahljina-Reinić, Rončević, Zubković, Kolić-Vehovec, 2020)⁶. During the COVID-19 pandemic, which led to immediate online educational work, the use of ICT and digital literacy needed for a successful educational process and new knowledge acquisition became vitally important for all actors involved in education. In this regard, the need for strengthening existing digital skills and developing new ones was stressed,

⁴ Kolić-Vehovec, Vuković A., Mehić N. (2020), Uvođenje suvremenih tehnologija u učenje i poučavanje. U: Kolić-Vehovec, S. (Ur.), *Uvođenje suvremenih tehnologija u učenje i poučavanje: istraživanje učinaka pilot-projekta e-škole*, Rijeka: Sveučilište u Rijeci, Filozofski fakultet, 3-37.

⁵ Ivanković I., Igić I. (2020), Stavovi roditelja osnovnoškolskih učenika grada Zagreba o uporabi IKT u nastavi na daljinu tijekom pandemije bolesti COVID-19. *Metodički ogledi: časopis za filozofiju odgoja*, 28 (2): 39-62.

⁶ Pahljina-Reinić, R., Rončević Zubković B., Kolić-Vehovec S. (2020), Digitalne kompetencije nastavnika i učenika. U: Kolić-Vehovec, S. (Ur.), *Uvođenje suvremenih tehnologija u učenje i poučavanje: istraživanje učinaka pilot-projekta e-škole*, Rijeka: Sveučilište u Rijeci, Filozofski fakultet, 119-168.

especially for teachers and associate professionals, and consequently for Roma assistants who help Roma pupils with schoolwork and learning.

3. PRESENTATION OF THE TRAINING PROGRAMME

3.1. TARGET GROUP

The training programme is intended for Roma assistants in primary schools. Its general aim is to equip Roma assistants with digital skills, so they are qualified to help Roma pupils develop digital literacy skills. As a result, Roma pupils will have less problems participating in online distance learning. Besides Roma assistants, primary school teachers, who are engaged in developing pupils' digital competence in class, may also take part in this training programme.

3.2. PROGRAMME CONTENT

The programme is based on an informal approach to teaching and includes contents that are useful for all educational establishments that engage in formal and informal education of the members of the Roma community. However, it is primarily intended for training Roma assistants in primary schools. The programme content aims to deepen one's own didactic competence by enhancing:

- information and data literacy: critical and effective use of digital resources, creation and exchange of online digital resources and teaching material;
- the use of digital technology in the classroom, high-quality teaching, which is based on independent and collaborative learning;
- the use of ICT for assessment and evaluation;
- professional responsibility for developing pedagogical digital competence;
- the ability to empower Roma pupils for successful online distance learning;
- safe internet use and other modern technology, especially social media and applications that are most often used by young people.

3.3. PROGRAMME STRUCTURE

The programme is divided into 3 parts or modules:

1. Development of Roma pupils' digital skills in the first triad of primary school
2. Development of Roma pupils' digital skills in the second and third triad of primary school

3. Strengthening digital literacy of Roma assistants and teachers who teach Roma pupils

Each module contains a description of the content, which needs to be addressed, general and specific objectives and standards of knowledge to be achieved. The first two modules comprise 20 sessions, 10 each module, and the third module comprises 20 sessions. At the end of the programme, there is a list of revision questions.

4. TRAINING PROGRAMME FOR ROMA ASSISTANTS

4.1. MODULE 1: DEVELOPMENT OF ROMA PUPILS' DIGITAL SKILLS IN THE FIRST TRIAD OF PRIMARY SCHOOL

4.1.1. DIGITAL DEVICES

GENERAL OBJECTIVES	LEARNING OBJECTIVES	STANDARDS OF KNOWLEDGE	FORMS/METHODS OF TEACHING	TEACHING STRATEGIES	NUMBER OF SESSIONS
<p><i>Become acquainted with digital devices, mostly the personal computer and basic hardware.</i></p>	<ul style="list-style-type: none"> - Learn how to use digital devices: personal computer, laptop, tablet; - become familiar with the basic hardware components of a personal computer and their operation; - learn computer basics and how to use a personal computer. 	<ul style="list-style-type: none"> - List and recognise main digital devices; - distinguish between personal computers, laptops and tablets; - name and recognise input and output devices (e.g. monitors, speakers, printers, keyboards and mouse) as the main parts of a personal computer; - explain how the main parts work; - turn on and off a personal computer and use its input and output devices. 	<p>Forms:</p> <ul style="list-style-type: none"> - lecture, - presentation, - discussion, - demonstration, - use of visual aids. <p>Methods:</p> <ul style="list-style-type: none"> - frontal, - individual. 	<ul style="list-style-type: none"> - Listening, - presentation. 	<p>2</p>

4.1.2. THE INTERNET

GENERAL OBJECTIVES	LEARNING OBJECTIVES	STANDARDS OF KNOWLEDGE	FORMS/METHODS OF TEACHING	TEACHING STRATEGIES	NUMBER OF SESSIONS
<p><i>Discuss the concept of the world wide web (the Internet) and its dimensions with emphasis on online etiquette.</i></p>	<ul style="list-style-type: none"> - Grasp the concept of the Internet; - learn the advantages of the Internet; - know the rules of Internet etiquette; - learn how to protect personal information and how to use the Internet safely. 	<ul style="list-style-type: none"> - Explain the meaning of the Internet; - list the advantages of exchanging, receiving and sending messages as one of the basic functions of the Internet; - know how to behave well and responsibly and respect other users of the Internet; - know their personal information and the dangers of posting them. 	<p>Forms:</p> <ul style="list-style-type: none"> - lecture, - illustration, - explanation, - presentation, - discussion, - demonstration, - use of visual aids. <p>Methods:</p> <ul style="list-style-type: none"> - frontal, - pair work, - individual. 	<ul style="list-style-type: none"> - Listening, - reading, - brainstorming, - discussion, - presentation. 	<p>2</p>

4.1.3. DIGITAL DRAWING

GENERAL OBJECTIVES	LEARNING OBJECTIVES	STANDARDS OF KNOWLEDGE	FORMS/METHODS OF TEACHING	TEACHING STRATEGIES	NUMBER OF SESSIONS
<p><i>Become acquainted with a digital drawing application.</i></p>	<ul style="list-style-type: none"> - Grasp the concept of digital drawing; - learn how to use tools for digital drawing, e.g. Microsoft Fresh Paint (or a similar application or programme) and its basic functions; - learn digital drawing/painting. 	<ul style="list-style-type: none"> - Explain the concept of digital drawing/painting and mention the application Fresh Paint as one of the applications for digital drawing/painting; 	<p>Forms:</p> <ul style="list-style-type: none"> - lecture, - explanation, - presentation, - discussion, - demonstration, - use of visual aids. <p>Methods:</p> <ul style="list-style-type: none"> - frontal, - pair work, - group work, - individual. 	<ul style="list-style-type: none"> -Listening, - reading, - presentation. 	<p>2</p>

4.1.4. DIGITAL WRITING

GENERAL OBJECTIVES	LEARNING OBJECTIVES	STANDARDS OF KNOWLEDGE	FORMS/METHODS OF TEACHING	TEACHING STRATEGIES	NUMBER OF SESSIONS
<i>Become acquainted with a digital writing application/ programme.</i>	<ul style="list-style-type: none"> - Grasp the concept of digital writing; - learn how to use word processors, such as Microsoft WordPad (or a similar application or programme) and its main functions; - learn to create a simple digital text. 	<ul style="list-style-type: none"> - Explain the concept of digital writing; - name the parts of the programme Word Pad and its functions; - independently create and save a short digital text. 	<p>Forms:</p> <ul style="list-style-type: none"> - lecture, - illustration, - explanation, - presentation, - discussion, - demonstration, - use of visual aids. <p>Methods:</p> <ul style="list-style-type: none"> - frontal, - pair work, - group work, - individual. 	<ul style="list-style-type: none"> - Listening, - reading, - presentation. 	2

4.1.5. VIDEO CALLS/CONFERENCES

GENERAL OBJECTIVES	LEARNING OBJECTIVES	STANDARDS OF KNOWLEDGE	FORMS/METHODS OF TEACHING	TEACHING STRATEGIES	NUMBER OF SESSIONS
<i>Become familiar with the concept of video call/conference.</i>	<ul style="list-style-type: none"> - Grasp the concept of video call/conference; - learn how to use programmes and tools that enable video calls/conferences in online distance learning; - learn how to join and leave video calls/conferences by using Zoom and Microsoft Teams and use their main functions. 	<ul style="list-style-type: none"> - Explain how video calls/conferences work and their purpose; - name two platforms or apps that enable video calls/conferences; - join and leave video calls/conferences by using Zoom and Microsoft Teams and use their main functions. 	<p>Forms:</p> <ul style="list-style-type: none"> - lecture, - illustration, - explanation, - presentation, - discussion, - demonstration, - use of visual aids. <p>Methods:</p> <ul style="list-style-type: none"> - frontal, - pair work, - individual. 	<ul style="list-style-type: none"> - Listening, - conversation, - discussion, - brainstorming, - presentation. 	2

4.2. MODULE 2: DEVELOPMENT OF ROMA PUPILS' DIGITAL SKILLS IN THE SECOND AND THIRD TRIAD OF PRIMARY SCHOOL

4.2.1. COMPUTER HARDWARE

GENERAL OBJECTIVES	LEARNING OBJECTIVES	STANDARDS OF KNOWLEDGE	FORMS/METHODS OF TEACHING	TEACHING STRATEGIES	NUMBER OF SESSIONS
<p><i>Become acquainted with the operation of computers with emphasis on the basic hardware (input and output devices) and their functions.</i></p>	<ul style="list-style-type: none"> - Grasp the operation of hard drive, monitor, keyboard and mouse; - distinguish between input and output devices of the computer; - use and explain the functions of individual components. 	<ul style="list-style-type: none"> - Understand the operation of hard drive, monitor, keyboard and mouse; - distinguish between personal computers, laptops and tablets; - create and save a short text in a word processor programme using suitable software; - use the basic input and output devices of a personal computer. 	<p>Forms:</p> <ul style="list-style-type: none"> - lecture, - presentation, - discussion, - demonstration, - use of visual aids. <p>Methods:</p> <ul style="list-style-type: none"> - frontal, - individual. 	<ul style="list-style-type: none"> - Listening, - presentation, - discussion. 	<p>2</p>

4.2.2. THE INTERNET

GENERAL OBJECTIVES	LEARNING OBJECTIVES	STANDARDS OF KNOWLEDGE	FORMS/METHODS OF TEACHING	TEACHING STRATEGIES	NUMBER OF SESSIONS
<p><i>Become acquainted with the basic functions of the world wide web (the Internet) with emphasis on web browsers and information and data searching via search engines.</i></p>	<ul style="list-style-type: none"> - Become familiar with web browsers; - become familiar with search engines and data and information filtering; - know what Wikipedia is and what it is for. 	<ul style="list-style-type: none"> - List various web browsers; - open a web browser; - use web browsers and their elements (tools and tabs); - use search engines; - independently search for information and data online. 	<p>Forms:</p> <ul style="list-style-type: none"> - lecture, - presentation, - conversation, - demonstration, - discussion. <p>Methods:</p> <ul style="list-style-type: none"> - frontal, - individual, - group work. 	<ul style="list-style-type: none"> - Listening, - presentation, - reading, - brainstorming. 	<p>2</p>

4.2.3. COMMUNICATION VIA ELECTRONIC MAIL

GENERAL OBJECTIVES	LEARNING OBJECTIVES	STANDARDS OF KNOWLEDGE	FORMS/METHODS OF TEACHING	TEACHING STRATEGIES	NUMBER OF SESSIONS
<i>Become acquainted with e-mail services and create an e-mail account.</i>	<ul style="list-style-type: none"> - Become familiar with e-mail services; - create an e-mail account; - learn how to write and send e-mail messages; - independently create and send e-mails to selected recipients; - add an attachment to an e-mail message. 	<ul style="list-style-type: none"> - List various e-mail services that enable the creation of an e-mail account; - distinguish between e-mail address and e-mail; - create their own e-mail account; - open their e-mail account and read messages received; - independently create and send e-mail messages; - add an attachment to an e-mail message. 	<p>Forms:</p> <ul style="list-style-type: none"> - lecture, - presentation, - conversation, - demonstration, - discussion. <p>Methods:</p> <ul style="list-style-type: none"> - frontal, - presentation, - pair work, - group work. 	<ul style="list-style-type: none"> - Listening, - presentation, - reading, - brainstorming. 	2

4.2.4. WORD PROCESSING AND DOCUMENT CREATION

GENERAL OBJECTIVES	LEARNING OBJECTIVES	STANDARDS OF KNOWLEDGE	FORMS/METHODS OF TEACHING	TEACHING STRATEGIES	NUMBER OF SESSIONS
<p>- <i>Become acquainted with word processors with special emphasis on text creation and editing.</i></p>	<p>- Grasp the main Microsoft Word tools and their functions; - use the tools to create and edit texts.</p>	<p>- Name the discussed word processor; - open Microsoft word by using the keyboard and create a simple text; - align and edit a text with the right tools and inputs; - save and name documents; - create a folder on the desktop; - find and open saved documents, edit and save again.</p>	<p>Forms:</p> <ul style="list-style-type: none"> - lecture, - presentation, - conversation, - demonstration, - discussion. <p>Methods:</p> <ul style="list-style-type: none"> - frontal, - individual, - pair work. 	<ul style="list-style-type: none"> - Listening, - presentation, - reading. 	<p>2</p>

4.2.5. E-CLASSROOMS

GENERAL OBJECTIVES	LEARNING OBJECTIVES	STANDARDS OF KNOWLEDGE	FORMS/METHODS OF TEACHING	TEACHING STRATEGIES	NUMBER OF SESSIONS
<p><i>Become acquainted with the concept of virtual teaching and e-classrooms used in online distance learning.</i></p>	<ul style="list-style-type: none"> - Become familiar with various websites that enable engaging in distance learning through e-classrooms; - grasp the concept of an e-classroom; - become familiar with the potential of virtual teaching and e-classrooms. 	<ul style="list-style-type: none"> - Name various websites that enable engaging in distance learning through e-classrooms; - create a user profile on one of the websites; - join groups in e-classrooms; - independently engage in e-learning through e-classrooms; - find and upload documents in e-classrooms; - turn on/off video screens and microphones and use them independently. 	<p>Forms:</p> <ul style="list-style-type: none"> - lecture, - presentation, - demonstration, - discussion. <p>Methods:</p> <ul style="list-style-type: none"> - frontal, - individual, - pair work, - group work. 	<ul style="list-style-type: none"> - Listening, - presentation, - reading. 	<p>2</p>

4.3. MODULE 3: STRENGTHENING DIGITAL LITERACY OF ROMA ASSISTANTS AND TEACHERS WHO TEACH ROMA PUPILS⁷

4.3.1. DIGITAL INFORMATION LITERACY

GENERAL OBJECTIVES	LEARNING OBJECTIVES	STANDARDS OF KNOWLEDGE	FORMS/METHODS OF TEACHING	TEACHING STRATEGIES	NUMBER OF SESSIONS
<i>Understand the essence and the efficient use of digital data, content and information.</i>	<ul style="list-style-type: none"> - Learn how to search for verifiable information and data with emphasis on content filtering; - understand the importance of critical evaluation of information/content; - learn how to manage data, digital information and content. 	<ul style="list-style-type: none"> - Search for digital content/information by browsing the Internet using search engines and key words; - critically evaluate the relevance and accuracy of the content/information; - independently save the digital content/information found. 	<p>Forms:</p> <ul style="list-style-type: none"> - lecture, - presentation, - demonstration, - discussion. <p>Methods:</p> <ul style="list-style-type: none"> - frontal, - individual, - pair work, - group work. 	<ul style="list-style-type: none"> - Listening, - presentation, - reading, - taking notes, - discussion. 	4

⁷ Žuvić, M., Brečko, B., Krelja Kurelović, E., Galošević, D. i Pintarić, N. (2016). *Okvir za digitalnu kompetenciju korisnika: Učitelja/nastavnika, stručnih suradnika, ravnatelja i administrativnog osoblja*. Zagreb: Hrvatska akademska i istraživačka mreža – CARNet. https://www.researchgate.net/publication/313262462_Okvir_za_digitalnu_kompetenciju_korisnika_u_skoli_uciteljanastavnika_i_strucnih_suradnika_ravnatelja_i_administrativnoga_osoblja

4.3.2. DIGITAL COMMUNICATION, COLLABORATION AND PARTICIPATION

GENERAL OBJECTIVES	LEARNING OBJECTIVES	STANDARDS OF KNOWLEDGE	FORMS/METHODS OF TEACHING	TEACHING STRATEGIES	NUMBER OF SESSIONS
<p><i>Understand the importance of digital communication, collaboration and participation and the importance of online etiquette. Become acquainted with communication applications.</i></p>	<p>- Understand the importance of digital communication, collaboration and participation; - follow online etiquette when communicating via the Internet; - learn how to use different communication applications (at least 2) and successfully communicate through them.</p>	<p>- Explain the advantages and disadvantages of digital communication and know when and how long to use it; - follow online etiquette and understand why and when to put the microphone on mute, how to ask permission to speak and when to share opinion; - use at least 2 communication applications easily by knowing most of their functions to use them actively.</p>	<p>Forms:</p> <ul style="list-style-type: none"> - lecture, - presentation, - demonstration, - discussion. <p>Methods:</p> <ul style="list-style-type: none"> - frontal, - individual, - pair work, - group work. 	<ul style="list-style-type: none"> - Listening, - presentation, - reading, - taking notes, - discussion. 	<p>4</p>

4.3.3. DIGITAL CONTENT CREATION

GENERAL OBJECTIVES	LEARNING OBJECTIVES	STANDARDS OF KNOWLEDGE	FORMS/METHODS OF TEACHING	TEACHING STRATEGIES	NUMBER OF SESSIONS
<p><i>Learn how to create digital content independently by using digital tools and applications.</i></p>	<ul style="list-style-type: none"> - Improve their skills for creating digital educational content by using various digital tools and applications; - create content that will engage the target group. 	<ul style="list-style-type: none"> - Name digital tools and/or applications for digital content creation; - independently use digital tools and applications to create digital content for pupils; - independently create iconographies of certain topics of study by using one of the presented digital creation tools (e.g. Canva). 	<p>Forms:</p> <ul style="list-style-type: none"> - lecture, - presentation, - demonstration, - discussion. <p>Methods:</p> <ul style="list-style-type: none"> - frontal, - individual, - pair work: - group work. 	<ul style="list-style-type: none"> - Listening, - presentation, - reading, - taking notes, - discussion. 	<p>4</p>

4.3.4. USE OF DIGITAL TECHNOLOGY IN EDUCATION

GENERAL OBJECTIVES	LEARNING OBJECTIVES	STANDARDS OF KNOWLEDGE	FORMS/METHODS OF TEACHING	TEACHING STRATEGIES	NUMBER OF SESSIONS
<p><i>Learn the importance of using digital technology when teaching new educational content.</i></p>	<ul style="list-style-type: none"> - Independently use modern digital equipment and tools in teaching; - know the importance and make their colleagues aware of the advantages and the importance of digital technology in managing school documentation. 	<ul style="list-style-type: none"> - Name the presented modern digital equipment that enriches and updates the teaching and learning process and know the importance of it; - use digital equipment without difficulty (e.g. pc/laptop/projector, smart board etc.); - use digital tools for managing school documentation without difficulty (e.g. inserting and completing tables in Microsoft Word). 	<p>Forms:</p> <ul style="list-style-type: none"> - lecture, - presentation, - demonstration, - discussion. <p>Methods:</p> <ul style="list-style-type: none"> - frontal, - individual, - pair work, - group work. 	<ul style="list-style-type: none"> - Listening, - presentation, - reading, - taking notes, - discussion. 	<p>4</p>

4.3.5. DISTANCE LEARNING/VIRTUAL EDUCATION

GENERAL OBJECTIVES	LEARNING OBJECTIVES	STANDARDS OF KNOWLEDGE	FORMS/METHODS OF TEACHING	TEACHING STRATEGIES	NUMBER OF SESSIONS
<i>Become acquainted with the distance learning process.</i>	<ul style="list-style-type: none"> - Become familiar with platforms and/or applications that enable distance education; - learn in detail about one of the presented platforms. 	<ul style="list-style-type: none"> - Name online learning platforms and applications and its main functions; - create an account on one of the platforms/e-classrooms presented (e.g. Teams, Google classroom, Moodle); - upload lessons onto platforms/e-classrooms for enabling pupils to engage in distance learning; - successfully send, receive and forward messages via a selected platform. 	<p>Forms:</p> <ul style="list-style-type: none"> - lecture, - presentation, - demonstration, - discussion. <p>Methods:</p> <ul style="list-style-type: none"> - frontal, - individual, - pair work, - group work. 	<ul style="list-style-type: none"> - Listening, - presentation, - reading, - taking notes, - discussion. 	4

5. REVISION QUESTIONS

5.1. MODULE 1: DEVELOPMENT OF ROMA PUPILS' DIGITAL SKILLS IN THE FIRST TRIAD OF PRIMARY SCHOOL

1. What are the basic digital devices?
2. What are the basic parts (input and output devices) of a personal computer and what are they used for?
3. Explain the concept of 'the Internet' with your own words.
4. What can you use the Internet for?
5. What are the rules of online etiquette, especially on social media?
6. Why is it important to be extra careful with protecting our personal information online?
7. Name an application that enables digital drawing.
8. Name the main tools of an application for digital drawing and their functions.
9. Name an application that enables digital writing.
10. Describe toolbar sections of an application for digital writing.
11. What does 'video call' mean? Explain it with your own words.
12. Which programmes enable video calls and/or conferences?

5.2. MODULE 2: DEVELOPMENT OF ROMA PUPILS' DIGITAL COMPETENCE IN THE SECOND AND THIRD TRIAD OF PRIMARY SCHOOL

1. What are the basic parts (input and output devices) of a computer and what are their functions?
2. What does the Internet offer?
3. What is the difference between an internet browser and a search engine?
4. Name some internet browsers and search engines.
5. What is the difference between an e-mail address and e-mail?
6. List some e-mail services.
7. What can you send via e-mail?
8. Name a word processor programme.
9. What are the main functions of word processor programmes?
10. Explain the meaning of 'virtual teaching' with your own words.
11. What does online distance education offer?

12. Name platforms that enable e-classrooms.

5.3. MODULE 3: STRENGTHENING DIGITAL LITERACY OF ROMA ASSISTANTS AND TEACHERS WHO TEACH ROMA PUPILS

1. How do we search for information and/or data on the Internet?
2. What do we use to search for information on the Internet?
3. What should we consider when critically evaluating the relevance and accuracy of information/content?
4. Which applications and/or tools enable digital communication?
5. What personal data is (usually) needed to create an online account on online platforms?
6. What are the rules of polite digital communication?
7. Which digital tools enable digital content creation?
8. Which digital equipment enables distance learning?
9. Which digital programmes can help in managing school documentation and how?
10. What are the advantages of distance learning?
11. Which platforms enable distance learning?
12. What do platforms for distance learning offer?

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