



## DAILY PROGRAMME

# Digital Content Creation for the Classroom

|                                                                                                                                                                      |                                                                                         |                                          |
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| <b>DURATION</b><br>5 days · 25 hours                                                                                                                                 | <b>DAILY SCHEDULE</b><br><b>09:30-15:00</b><br>Monday to Friday, with a break for lunch | <b>LANGUAGE</b><br>English (B1+)         |
| <b>COURSE CENTRES</b><br>Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome<br>Dates and cities of the scheduled sessions are listed on the course page. |                                                                                         | <b>GROUP SIZE</b><br>Max 20 participants |

## Week at a glance

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|-----------------------------------------------------------------|------------------------------------------|--------------------------------------------------|----------------------------------------------------|----------------------------------------------|
| <b>DAY 1</b><br>Content Creation, and Your First Finished Thing | <b>DAY 2</b><br>The Page It All Lives On | <b>DAY 3</b><br>Rebuilding What You Already Have | <b>DAY 4</b><br>Licences, and Getting It to People | <b>DAY 5</b><br>Marking Logic, Then Assembly |
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## Day by day

### Day 1

#### Content Creation, and Your First Finished Thing

- **Icebreaker:** introductions and a round on what each participant has already tried to make digitally
- DigComp 3.0 and its Content creation area — the four competences this week works through
- Developing digital content (3.1): what "finished" means here — publishable, assignable, reusable
- Build and publish a working quiz, using tools such as Google Forms or Microsoft Forms, and draft some of its questions with an AI assistant, checking every answer key yourself
- **Close:** each participant's quiz is opened and answered by someone else in the room

### Day 2

#### The Page It All Lives On

- **Warm-up:** "The link that didn't open" — in pairs, each participant describes a time when something shared with a class, or sent to them, could not be found or opened; the reasons are collected as a checklist for the class page built today
- Building a class page in a platform such as Google Classroom, Microsoft Teams for Education or Moodle
- Creating an assignment with a submission route and a deadline that works (3.1, continued)

- Building a lesson around video with tools such as Edpuzzle, or H5P where your school's platform already includes it, with questions placed where attention drops, and drafting those questions with an AI assistant before rewriting them
  - **Close:** Monday's quiz is attached to the page and tested from a student account
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## Day 3

### Rebuilding What You Already Have

- Integrating and re-elaborating digital content (3.2): starting from material that exists rather than an empty page
  - Each participant takes a worksheet, slide deck or reading they already use and rebuilds it for digital use
  - AI assistants as drafting tools — such as ChatGPT, Microsoft Copilot, Google Gemini or Claude — followed by the judgement step: what came back that you would not put in front of a class
  - Checking the rebuilt resource on a phone, since that is where many students will open it
  - **Close:** your rebuilt resource opens on another participant's phone
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## Day 4

### Licences, and Getting It to People

- Copyright and licences (3.3): what may be reused, what may be published, and what changes when material is AI-generated
  - Sourcing openly licensed material from repositories such as Europeana, Wikimedia Commons or OER Commons
  - Putting a licence on your own week's work with the Creative Commons licence chooser
  - **Stepping outside Content creation:** distribution and communication, which DigComp places in its Communication and collaboration area (for example 2.2 Sharing) — how the material reaches students, and what families see
  - Writing the message to families that goes with your class page: what it is, how to open it, and who to ask
  - **Close:** every resource made so far carries a licence its author can explain — or a clear note on why it cannot, for example when it is built from material you do not have the rights to reuse
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## Day 5

### Marking Logic, Then Assembly

- Computational thinking (3.4), without programming: designing the marking logic for your own assessment — which answers count, which mistakes deserve which feedback, and what happens next in each case
- Building that logic into the quiz so it marks itself and responds differently to different mistakes, with an AI assistant drafting feedback messages that you choose from and rewrite
- Assembling the week's work into a single course page, ready to assign

- **Pair review:** someone else opens your course as a student would and reports where it breaks
- Certificate ceremony

**PLEASE NOTE**

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

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ISSUED BY

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COURSE PAGE

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