



DAILY PROGRAMME

Digital Tools for Innovative and Collaborative Teaching

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

Week at a glance

DAY 1 The Three Circles and the Four Overlaps	DAY 2 The Two Overlaps That Decide It	DAY 3 Assessment, All Day	DAY 4 Context: Why the Tablets Changed Nothing	DAY 5 The Subtraction Test
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Day by day

Day 1

The Three Circles and the Four Overlaps

- **Warm-up:** each participant names one technology their school adopted and one that quietly died, without saying why. The reasons come back on Day 4
- **The framework in full:** technology, pedagogy and content; then PCK, TCK, TPK and the point in the middle where all three meet
- Why the overlaps are where the work is, and what it means that there is no single technological solution for every teacher, course or view of teaching
- **Sorting exercise:** a set of fourteen classroom technology decisions (cards supplied by the course), placed by the group into the overlap each one actually belongs to — including the ones that belong nowhere
- **Working session:** each participant maps their own current practice onto the diagram and marks the overlap they have never really thought about

Day 2

The Two Overlaps That Decide It

- **Warm-up:** pairs swap subjects and try to choose a tool for a topic they do not teach — then compare what went wrong
 - **Technological Content Knowledge:** what a given technology does to the subject itself — what becomes visible, what becomes easy, and what quietly disappears from view
 - **Technological Pedagogical Knowledge:** what the same technology does to the teaching — grouping, pacing, who talks, who is seen to be working
 - **Collaboration as a pedagogical decision made first:** what you want students to do together, and only then what would carry it
 - **Working session:** the collaborative project takes shape for one named class, with the TCK and TPK reasoning written next to each choice
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Day 3

Assessment, All Day

- What changes and what does not when a paper rubric is retyped into a form — and why that distinction is the whole of this day
 - **Assessment that the paper version could not do:** process visible over time, drafts kept, peer contribution traceable, feedback that arrives before the end
 - What gets measured when a group works together, and the problem every collaborative assessment has to solve: telling contribution apart from output
 - **The same framework applied here:** which of these choices is a TCK decision and which is a TPK one
 - **Working session:** building the assessment method for the Day 2 project, then trading it with another participant to be marked against
 - What the data actually tells you, and what teachers routinely read into it that is not there
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Day 4

Context: Why the Tablets Changed Nothing

- **Reading Monday's warm-up again:** the technologies that quietly died, read as failures of context rather than of the tool
- Contextual Knowledge — the 2019 addition to the framework, and the reason most technology decisions fail without anyone making a bad decision
- Mapping your own context honestly (or the sample school's, where you know your own context less well): devices and where they live, network, policy, who decides, what your colleagues will actually adopt, and how much of your time is already spoken for
- **The teacher as intrapreneur:** how a change gets adopted in an organisation rather than merely proposed, and which of your choices needs someone else's agreement
- **Digital transformation, participation and who is left out:** whose access, whose voice and whose data — the equity questions that sit in the outer circle, and what a single teacher can and cannot influence
- **Generative AI and the limits of the framework:** why an agent that produces content is not the same kind of thing as a tool, what one of its two authors, Punya Mishra, says about that — the circles hold, what changes is what goes into them — and where the honest open questions still are
- **Working session:** the project is revised against your real context, and the parts that your context rules out are named rather than quietly dropped

Day 5

The Subtraction Test

- Each project is put to one question in small groups: take the technology out, and what have you lost? Anything that survives the removal unchanged was decoration
- The author defends the choices that remain, in the language of the overlaps rather than of features
- Two projects are taken to the whole group — ideally one that passed and one that did not, because the second is more instructive
- **Revision time:** participants amend their project and assessment before taking them home
- Course evaluation and reflection on learning
- Certification 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.

ISSUED BY

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COURSE PAGE

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