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A. Assess your teaching practice – mark your score for each of the 5 DDD elements
Note: If you have access to your colleagues, tell them, why you think you have this score.

| Design elements (DDD)	Description of the codes, 1 to 5
Teaching goals (expected learning outcomes)	1= Not clear, not visible, goals are not mentioned, no communication about outcomes 2= Goals are mentioned somehow (e.g., oral communication or white board) – but students don't understand them 3= (in between) 4= Goals are mentioned somehow (e.g., oral communication or white board) – and students understand them 5= Teaching goals are clearly documented (visible), students have access to them, electronicall written format that students can access whenever they want, students know where to find th goals and students understand the goals; available right from the start, students know the criteria/rubrics for learning success (optimal: co-aims of students included)
Learning activities	1= Students hear what teachers read from the textbook or technology; signs of learning activities are mainly repetition of facts or memorizing/recalling, or solving theoretical problems without connecting to a real-world problem 2= *(shows indicators of 3 and 1 but not fully 3)* 3= Class/lesson shows first signs of active, collaborative, authentic, goal-directed, reflective activities, but students are not engaged as they can be (as in 5 below), students have time for doing other things (e.g. playing cards), students are distracted or feel bored 4= *(shows indicators of 5 and 3 but not fully 5)* 5= Learning activities have a strong focus on active, authentic, constructive/reflective collaborative, intentional actions; Students produce something, signs of engaged classrooms; activities are connected to the students world include a real-world problem or even a real audience, signs of evaluating/creating/making, critical thinking, using the Internet or other sources beyond the physical school/college walls; (optimal: students communicate with people who are not in the classroom)
Assessment	1 = Educator/teacher gives feedback to student learning progress at the end of the lesson <u>only</u> 2= *(shows indicators of 3 and 1 but not fully 3)* 3= Teacher gives feedback during the class to support student learning progress, teacher gives feedback when students ask for support, signs of a passive feedback support and no clear plan to give feedback to all students equally 4= *(shows indicators of 5 and 3 but not fully 5)* 5= Teacher gives active feedback and feedforward to student learning progress; s/he has set up specific steps for students to ask for feedback, e.g., after initial draft of student products, students get feedback from teacher before students can continue; criteria for a learning progress are visible and students understand criteria right from the beginning (e.g., rubric); teacher has a plan for feedback and applies a range of forms such as student self-assessment; peer feedback, and teacher feedback
Roles/ Social relations	1= Teacher is in traditional role of the expert only, students are seen as consumers (classroom is set up that students solve closed questions in which only one correct answer is possible) 2= *(shows indicators of 3 and 1 but not fully 3)* 3= Teacher spends majority of time as expert but also signs of teacher in other roles, e.g., mentor roles or similar, students are rather in consumer roles but signs of active agents 4= *(shows indicators of 5 and 3 but not fully 5)* 5= <u>Teacher</u> plays different roles, e.g., expert, process mentor, learning-companion, coach, s/he fosters students to be in different roles such as consumers, producers, collaborators, critical thinkers, etc.; teacher engages students; teacher activates students to change their roles; <u>Students</u> are in several roles, active agents of taking ownership, e.g. teachers for their peers, finding own learning aims, creating own learning tasks, etc., teacher supports student reflection of roles and development of new roles.

Sources: 1) Isa Jahnke (2015). Digital Didactical Designs (DDD). Teaching and Learning in CrossActionSpaces. New York: Routledge. pp.141-142. 2) I. Jahnke, P. Bergström, E. Mårell-Olsson, L. Häll, & S. Kumar (2017). Digital Didactical Designs as Research Framework – iPad Integration in Nordic Schools. In: *Computers & Education,* http://dx.doi.org/10.1016/j.compedu.2017.05.006 (Open Access)

Web-enabled technologies	1= Technologies are substitutes for text book, or pen and paper, signs of low use of technology, rather for training purposes such as 'drill and practice'; not related to the real world, students work primarily alone/individually when using technology – *learning from or about technology*, or substitution 2= *(shows indicators of 3 and 1 but not fully 3)* 3= Signs of medium extent, technology use shows some signs of benefits that learning couldn't be done without the technologies, however, not fully integrated as 5 (between Augmentation and Modification (Puentedura, 2014) 4= *(shows indicators of 5 and 3 but not fully 5)* 5= Technology use shows signs of high extent, clear benefits of use, e.g., new forms of pedagogy, multimodal device with camera app, digital paintings, text production using apps for collaborative creation; students produce, share, create and publish their knowledge by using technologies or online resources, they actively select topics beyond the limitations of even the best school library – signs of redefined learning practice (Redefinition), *learning with technologies*

B. Draw your model(s) – inner layer 1, outer layer 5.
   a) Draw the model, connect the points, when you have a first plan ready (*design*).
   b) Evaluate yourself when you've applied your design in the actual practice of the learning setting (e.g., classroom) (*design-in-use*).

The two models – plan (design) and practice (design-in-use) – are either the same or the first plan differs from the actual first practice. Highlight the differences and self-reflect what happened and why the practice differs from the plan, and what you can do to improve the practice.
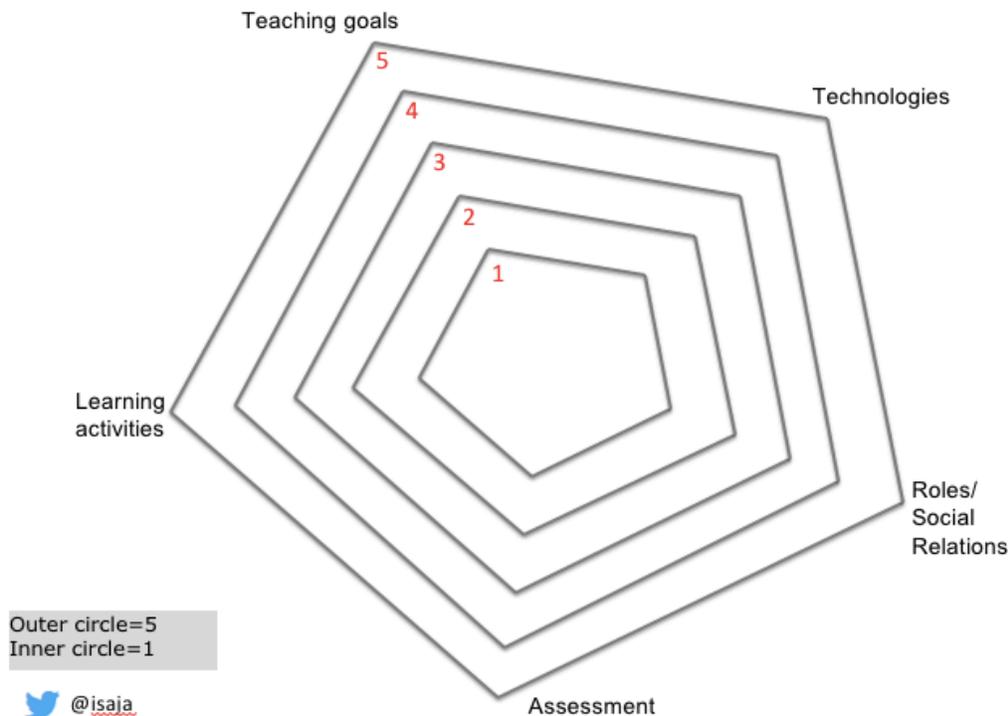
C. Start a conversation with your peers (e.g., teacher colleagues) about the results and what you can do to improve it.

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