

What Teacher Educators Can Do

Make digital competence visible. Think aloud. Invite reflection.
Show the ‘why’ behind the ‘how’.

Comment on your own tool choices while teaching

“I’m using Padlet to surface all your contributions — but I’ve turned off anonymous posting. In schools, anonymity can lead to distractions or even misuse.”

Ask metacognitive questions

“What would pupils learn differently if they made the graph — instead of watching us do it?”

“What did this tool allow you to do — and what did it prevent?”

Share your planning and decision-making process

“I chose this simulation instead of a video because it lets you explore how one variable changes the outcome.”

“I used video feedback here to show tone and nuance — something harder to express in text.”

Model your own digital practices

- Record how you evaluate digital tools

- Share your reasoning for sequencing tasks
 - Demonstrate how you troubleshoot or adapt in real time
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Build reflection into assignments

“Along with your lesson plan, include 200 words on how you modeled inquiry-based learning using digital tools.”

“Explain why you chose this platform, and what it communicates to pupils about learning.”



Make dilemmas visible

“We’re using a cloud-based quiz — but what if the Wi-Fi fails? What’s your plan B?”

“AI tools are useful — but how do we balance efficiency with ethical concerns like student data privacy?”

“Let’s consider: What data do we ask pupils to share? Who sees it, and how is it stored?”



Use your own practice as a case for analysis

“Let’s analyse this teaching clip — not to find mistakes, but to unpack the reasoning behind my decisions.”

“Here’s what I might do differently next time, and why.”

*Shared as part of the PDC Ladder project by Sigrun Lindaas Norhagen.
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