



Affiliation to Tribhhuwan University

JANATA CAMPUS, RANGELI

Rangeli, Morang

Estd: 2044

च.नं. ०८१/०८२

प.सं.: २१८



मिति: २०८२/०१/१५

श्रीमान सदस्य सचिव ज्यु,
विश्व विद्यालय अनुदान आयोग, सानोठिमी भक्तपुर।

विषय: Capacity Development Training र HEMIS को प्रगति विवरण पेश गरेको
सम्बन्धमा

महोदय,

उपरोक्त सम्बन्धमा ताहाँको मिति २०८१/०९/२५ को ,पत्र संख्या ०८१/०८२ ,च.न.८६४ को प्राप्त पत्रानुसार आयोगले तयार पारेको गाइडलाइन Guidelines for 1.Capacity Development Training 2.Strengthen Web based HEMIS अनुसारको काम गरि सम्पन्न भएको क्रियाकलापहरुको प्रगति विवरण तयार गरि आवश्यक कागजात सहित पेश गरेको व्यहोरा अनुरोध छ।

(सुरेन्द्र बस्नेत)

क्याम्पस प्रमुख

Campus Chief



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JANATA CAMPUS, RANGELI

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Financial Summary: Capacity Development Training on Digitalization Janata Campus, Rangeli

Expense Category	Amount (NRs.)
Expert Expenditure	
i) External Trainer cost(Physical) per session - Rs. 4,000 ×13 Session	
	=Rs. 52,000/-
ii) Internal Trainer cost per session - Rs.3,000×4 Session =	Rs.12,000/-
iii) Online Training cost per session - Rs. 4,000×6 Session =	24,000/-
	Total : Rs. 88,000.00
Expert Transportation Expenditure	25,000.00
Food & Breakfast	90,000.00
Lodging	25,000.00
Stationary	20,000.00
Total Expenditure	
	248,000.00

(सुरेन्द्र बस्नेत)
क्याम्पस प्रमुख
Campus Chief

**“Training Programme Completion Report”
Of
Janata Campus, Rangeli**



**Training Programme Name: - Capacity Development
Training on Digital Literacy, Digital Pedagogy, and
Digital Specific Tools**

Date of Submission: 2082-01-15



**Prepared by:-
Mr. Ramesh Chandra Adhikari
Asst. Lecturer
&
Mr. Ketan Kumar Das
Focal Person
Janata Campus, Rangeli
Morang, Koshi Province**

Training Programme Details

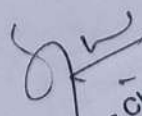
Executive Summary : Janata Campus ,Rangeli, located in Rangeli Municipality, ward no. 7, Morang has recently conducted a comprehensive training program on digital literacy, digital pedagogy, and subject-specific tools for enhancing foundational digital skills in teaching and learning process in the class room as well as well equipped campus management system. The training was held for 4 days physically and 6 days online mode, participating altogether 28 teaching non teaching staff and students. The initiative was led by Santiram Dahal, Dr. Tolnath Kafle, Niroj Poudel were the facilitators of this programme. All the participants were actively participated in the training under the guidance of Campus Chief Surendra Basnet.

The program was structured into two key components: digital literacy training for teaching, non teaching staffs and students in physical mode. The later component like digital pedagogy and subject-specific tools, delivered online mode for completion the mission of this training.

Despite its success, the training faced challenges such as time constraints for participants, internet connectivity issues during the physical session, and a lack of adequate administrative support. However, the program yielded significant achievements, including enhanced digital skills, increased participants' sensitization towards digital technology. Apart from this the programme also empowered participants' digital competency in the domain of present day education system. In nutshell this programme provides an in-depth overview of the training, its methodology, challenges, achievements, and recommendations for future initiatives.

1. Introduction:

Janata Campus, Rangeli, stands as a significant public educational institution in the historical region of Morang, Nepal. Established in 2044 B.S., this campus has played a vital role in providing access to higher education within the community. Situated in Rangeli, an area that once held the distinction of being the old headquarters of the Morang district, the campus carries with it a sense of historical importance. As a public campus, it is dedicated to serving the educational needs of a diverse student body, offering various academic programs.


Campus Chief



It provides courses such as Bachelor of business studies, and Bachelor of education. It is affiliated with Tribhuvan University, and also has courses affiliated with the National Examination Board. The program was designed with a dual-mode approach physical and online. This hybrid structure ensured flexibility while addressing diverse aspects of digital education. A total of 28 participants, including teachers and students, participated, reflecting the college's commitment to inclusive capacity building. The training focused on three core areas: digital literacy, digital pedagogy, and the handling of subject-specific tools, each tailored to meet the specific needs identified through a pre-training online survey.

This report outlines the training's objectives, methodology, execution, challenges encountered, achievements realized, and lessons learned. It serves as both a record of the initiative and a foundation for future enhancements.

2. Objectives:

1. To equip teachers and students with foundational digital skills to navigate and utilize digital platforms effectively.
2. To train educators in integrating technology into teaching practices to improve instructional delivery and student engagement.
3. To enable participants to use specialized digital tools relevant to their academic disciplines.
4. To promote a culture of collaboration and knowledge sharing among participants.
5. To raise awareness among educators about the transformative potential of digital technology in education.

3. Training Schedule

The Training was delivered both physical and Online Medium.

- **Dates:** 2081-11-13 to 2081-11-16 (Physical Training)
- **Dates :** 2081-11-17 to 2081-11-18 (Online Training)
- **Dates :** 2081-12-06 to 2081-12-08 (Online Training)

Detailed Schedule:

Training Medium: Physical/Online/Hybrid

S. N.	Session	Topic	Date	Time	Reasource Person	Remarks
Day 1						
	Inauguration		2081/11/13	7:30-8:00	Gopal Mansingh Rajbhandari	JCR Campus Chairman
1	1. Digital literacy	Participants Need Assessment and Digital Literacy Computer Basic Skills:-> Interfacing with	2081/11/13	8:00 am to 10:00 am	Ketan Kr. Das	2hrs

	Session 1	Computer: User window (minimizing, maximizing, and closing a window; menu; status and other bars; etc.)Control Panel, Computer Specification View,File Conversion and compression.				
2	Session2	Office Administrative Work (MS Office packages, PowerPoint, Excel)	2081/11/13	10:00 am to 12:00 pm	Ketan Kr. Das	2 hrs
Lunch 12:00pm to 1:00pm						
3	Session 3	Internet and Email. Searching and saving Web resources (images, audio, videos)	2081/11/13	1:00pm to 2:30pm	Ketan Kr. Das	1.5 hrs
4	Session4	Cloud Storage and Collaborative Tools: - Cloud Storage Management - Online collaboration Applications(application: Google Docs, Google Sheet, Google Slides and Google Form)	2081/11/13	2:30am to 4:30am	Ketan Kr. Das And NirojPoudel	2hrs
		Feedback and Closing		4:45pm to 5:00 pm		
Day 2						
5	Session5	Cyber Security Tools(Email, internet, data security, Malware, Antivirus etc)	2081/11/14	9:30am to 11:00am	NirojPaudel	1.5hrs
6	Digital Pedagogy:Session 6	Digital Pedagogy Training:-Introduction to Digital Pedagogy, Traditional vs. digital pedagogy. Learning Management Systems (LMS)	2081/11/14	11:00 am to 1:00 pm	ShantiramDahal	2 hrs
		Lunch	2081/11/14	1:00 to 2:00		
7	Session 7	Hands on Training on LMS (Open edX), Google Classroom	2081/11/14	2:00pm to 3:30pm	ShantiramDahal	1.5 hrs
8	Session8	Video Conferencing: Introduction and Hands-on Zoom, Microsoft Teams, or Google Meet.	2081/11/15	3:30 am to 5:00 am	NirojPaudel	1.5 hrs

S.N.	Session	Topic	Date	Time	Reasource Person	Remarks
Day 3						
9	Session9	Setting up a constructed response question in an LMS or digital tool. AI Fools in Teaching and Learning.Digital Platforms Hands-on Constructed Responses. Types of Selected Response Questions	2081/11/15	8:30pm to 10:30 pm	Tolanath Kafle	2 hrs
10	Session10	Introduction to Research Methodology: Activities: - Group discussion on examples of research types in various fields. - Case study analysis of a published research paper	2081/11/15	10:30pm to 12:30 pm	Shantiram Dahal	2 hrs
Lunch 12:30pm to 1:30pm						
11	Subject Specific Tool : Session 11	Research Design and Planning, Research Methodology and Data types, and Data Analysis Survey Data Demo and Practices	2081/11/15	1:30pm to 3:00pm	Tolanath Kafle	1.5 hrs
		Introduction and Hands-on Academic Research Citation and Article Management Tools		3:00am to 4:45 am	Tolanath Kafle	1.45 Hrs
		Feedback and closing session		4:45pm to 5:00 pm		
Day 4						
	Session 12	Introduction to Data Analysis: Activities: - Calculate basic statistics using Excel or a chosen software. - Quantitative Data Analysis Overview	2081/11/16	8:00am to 10:30 am	Shantiram Dahal	2 Hrs

		Basic statistical concepts (mean, median, mode, variance). Using tools like Excel, SPSS, or R for basic analysis				
	Session 13	Data Collection Methods: Activities: - Design a short survey or interview guide. - Practice collecting data using a selected tool. - Surveys, interviews, focus groups, and observations. - Using tools for online data collection (e.g., Google Forms.)	2081/11/16	10:30am to 12:30 pm	Tolanath Kafle	2 Hrs
Lunch 12:30pm to 1:30 pm						
14	Session 14	HEMIS Data Management, data analysis, and Report Preparation and data visualization	2081/11/16	1:30pm to 3:00pm	Shantiram Dahal	2 hrs
	Session 15	Data Visualization and Reporting: Activities: - Create a visual representation of a dataset - Data Visualization Techniques - Creating charts, graphs, and info graphics. - Tools for visualization (Tableau, Power BI, or Excel). Course Wrap-up Final project, Group presentations of reports and peer feedback.		3:00pm to 4:45 pm	Shantiram Dahal	1.45 hrs
		Feedback and closing session	2081/11/16	4:45 pm to 5:00 pm		

4. Training Delivery Method

- The training employed a blended approach, combining:
 - Interactive lectures and presentations.
 - Hands-on practical sessions and workshops.
 - Group discussions and collaborative activities.
 - Demonstrations of relevant software and online platforms.
 - Project based learning.

5. Facilitators' Detail :

S.N.	Name	Session	Designation
1.	Shantiram Dahal	Digital Pedagogy & HEMIS	Digital Pedagogy Specialist of Janata Multiple Campus, Itahari
2.	Niroj Poudel	Cyber Security Tools, Cloud Storage & Collaborative Tools	IT Specialist, Janata Multiple Campus, Itahari
3.	Dr. Tolnath Kafle	Subject Specific Tools	Specialist, Janata Multiple Campus, Itahari

4.	Krishna Prasad Adhikari	LMS	Specialist on LMS, Kathmandu
5.	Ketan Kumar Das	Digital Literacy	Focal Person, Janata Campus, Rangeli

6. Participant Information

- **5.1 Number of Participants:** 28
- **5.2 Attendance Record:**
 - (See Appendix A for detailed attendance records)

7. Training Content and Activities

- **Content:**
 - Introduction to Digitalization Concepts.
 - Basic Computer Skills and Software.
 - Use of Learning Management Systems (LMS).
 - Online Resources and Digital Libraries.
 - Digital Communication and Collaboration Tools.
 - Data Management and Security.
 - Digital tools for administrative tasks.
 - Creating and managing digital content.

Certification

At the program's conclusion, certificates were awarded to all participants and facilitators, recognizing their commitment and newly acquired skills.

Execution

The training commenced with the physical session, held at the college premises in Rangeli. Day one introduced participants to basic digital literacy concepts, such as navigating operating systems, using productivity software, and ensuring online safety. Day two built on these foundations, focusing on advanced applications like cloud storage and collaborative tools. The face-to-face mode fostered a dynamic environment where participants could ask questions and resolve doubts in real time.

The online phase followed, transitioning seamlessly into digital pedagogy and subject-specific tools handling. Participants accessed sessions via a designated platform, engaging in webinars, tutorials, and practical exercises. Topics included designing digital lesson plans, using learning management systems (e.g., Moodle), and mastering tools like virtual labs for science, graphing software for mathematics, and language apps for humanities. The online format allowed for asynchronous learning, accommodating participants' schedules while reinforcing the digital focus of the training.

Throughout the program, Santiram Dahal employed a mix of lectures, demonstrations, and group activities to maintain engagement. Participants were encouraged to apply their learning in simulated scenarios, ensuring practical understanding. Regular feedback sessions helped refine the delivery and address emerging needs.

Challenges

Despite its success, the training encountered several challenges that tested its resilience:

1. **Time Constraints of Participants:** Many teachers and students juggled the training with existing academic and personal commitments. The intensive 48-hour schedule, particularly the 32-hour online component, proved demanding, leading to occasional fatigue and reduced participation in later sessions.
2. **Internet Issues in Physical Session:** During the face-to-face component, unreliable internet connectivity disrupted demonstrations and access to online resources. This was particularly frustrating in a region like Morang, where infrastructure can be inconsistent.
3. **Lack of Administrative Support:** The program faced logistical hurdles due to limited administrative backing. Tasks such as scheduling, resource allocation, and technical support were inadequately staffed, placing additional pressure on the facilitator and core team.

These challenges highlighted the need for better planning, infrastructure investment, and institutional support in future iterations.

Achievements

The training yielded impressive outcomes, reflecting its value to the college community:

1. **Enhanced Digital Skills:** Participants demonstrated significant improvement in their ability to use digital tools and platforms. Teachers reported greater confidence in integrating technology into their lessons, while students gained skills applicable to both academic and professional contexts.
2. **Sensitized Teachers for Digital Technology:** The program successfully raised awareness among educators about the potential of digital tools to transform teaching. Many expressed enthusiasm for adopting these methods in their classrooms.
3. **Increased Collaboration among Participants:** The interactive nature of the training fostered collaboration, with participants forming study groups and sharing resources. This teamwork extended beyond the program, strengthening professional relationships.
4. **Improved Sharing Culture:** A notable shift occurred in participants' willingness to exchange ideas and materials. The training cultivated an open, supportive environment that encouraged knowledge dissemination.

These achievements underscore the program's role in advancing digital competence and building a progressive educational culture at Janata Campus.

Evaluation

Post-training feedback was overwhelmingly positive, with participants praising the relevance of the content and Santiram Dahal's facilitation. A survey revealed that 85% felt more confident in their digital skills, and 90% intended to apply their learning immediately. However, some noted the need for more time and technical support, aligning with the identified challenges. The certificate distribution

ceremony, presided over by Campus Chief Surendra Basnet, celebrated the collective effort and reinforced the program's impact.

Recommendations

Based on the experience, the following recommendations are proposed for future training programs:

1. Flexible Scheduling: Offer modular sessions or extend the duration to reduce time pressure on participants.
2. Improved Internet Infrastructure: Invest in reliable connectivity and backup systems to ensure uninterrupted access during physical sessions.
3. Enhanced Administrative Support: Allocate dedicated staff for logistics, technical assistance, and participant coordination to streamline operations.
4. Follow-Up Sessions: Conduct periodic workshops to reinforce skills and address evolving digital needs.
5. Localized Content: Incorporate examples and tools specific to the Sunsari context to enhance relevance.

Conclusion

The training on digital literacy, digital pedagogy, and subject-specific tools handling at Janata Campus, Rangeli marked a significant step toward modernizing education in Rangeli, Morang. Under the leadership of Campus Chief Surendra Basnet and the expertise of Santiram Dahal, the program empowered 28 participants with essential skills for the digital age. While challenges like time constraints, internet issues, and administrative gaps posed hurdles, the achievements—enhanced digital skills, teacher sensitization, increased collaboration, and an improved sharing culture—far outweighed them.

This initiative not only elevated the college's academic capacity but also set a precedent for future endeavors. By addressing the identified challenges and implementing the recommended improvements, Janata Campus, Rangeli can

continue to lead in digital education, fostering a tech-savvy, collaborative, and innovative community.

8. Outcomes and Impacts

• 8.1 Achievements:

- Improved digital literacy among faculty and staff.
- Increased adoption of digital tools in teaching and administration.
- Enhanced communication and collaboration within the campus.
- Increased knowledge on data security.
- Participants were able to produce digital content related to their department.

• 8.2 Improvements:

- More efficient administrative processes.
- Enhanced teaching and learning experiences.
- Better access to information and resources.
- Increased speed of communication.
- Increased overall productivity of the campus.

Appendices

- **Appendix A: Attendance Records**
 - (Include a table with participant names and attendance details for each day)
- **Appendix B: Training Materials**
 - (Include copies of presentations, handouts, and other materials)
- **Appendix C: Participant Feedback Forms**
 - (Include summaries and/or copies of feedback collected from participants)
- **Appendix D: Photos of Training Session**
 - (Include photos of the training in progress)
- **Appendix E: List of Participants.**
 - (Include a table of participant names, and departments)

Example of Appendix A (Attendance Record):



जनता क्याम्पस रंगेली

मिति २०८१/११/१३ गते देखि २०८१/११/१६ गते सम्म क्षमता अभिवृद्धी कार्यक्रममा सहभागी प्राध्यापक, कर्मचारी तथा विद्यार्थीकोहरूको उपस्थिति

क्र.सं.	प्राध्यापक, प्रशिक्षक, कर्मचारी तथा विद्यार्थीको नाम	पद	मिति/हस्ताक्षर				कैफियत
			२०८१/११/१३	०८१/११/१४	०८१/११/१५	०८१/११/१६	
१	सुरेन्द्र बस्नेत	क्या.प्रमुख					
२	रूप नारायण साह	सा. क्या.प्रमुख					
३	सुर्य नारायण मण्डल	उप. प्रा.					
४	डा. टोलनाथ काफ्ले	सह प्रा.(प्रशिक्षक)					जनता व. क्या. इटहरी
५	शान्तिराम दाहाल	उप. प्रा. (प्रशिक्षक- डिजिटल पेडागोजी विशेषज्ञ)					जनता व. क्या. इटहरी
६	निरज पौडेल	सा. प्रा. (प्रशिक्षक- IT विशेषज्ञ)					जनता व. क्या. इटहरी
७	भोगेन्द्र अधिकारी	सा. प्रा.					
८	भगत राम राजवंशी	सा. प्रा.					
९	कुशल पौडेल	सा. प्रा.					
१०	किरण उप्रेती	सा. प्रा.					
११	मो. फारुक रिज्वी	सा. प्रा.					
१२	सिता राम मण्डल	सा. प्रा.					
१३	जितेन्द्र प्रसाद राजवंशी	सा. प्रा.					
१४	डिल्ली राम राजवंशी	सा. प्रा.					
१५	जितेन्द्र मण्डल	सा. प्रा.					
१६	प्रजापति दास	सा. प्रा.					
१७	हंश राज राजवंशी	सा. प्रा.					
१८	दिपक वस्नेत	सा. प्रा.					
१९	नित्यानन्द दास	सा. प्रा.					
२०	रुद्र वहादुर राजवंशी	सा. प्रा.					
२१	संगीता राजवंशी	सा. प्रा.					
२२	रमेश चन्द्र अधिकारी	सा. प्रा.					
२३	राधेश्याम साह	सा. प्रा.					
२४	अशोक प्रसाद रिजाल	ब.सा.					
२५	केतन कुमार दास	फोकल व्यक्ति					
२६	मधु माझी	विद्यार्थी					
२७	अनिता भट्टराई	विद्यार्थी					
२८	दिपिका कोइराला	विद्यार्थी					

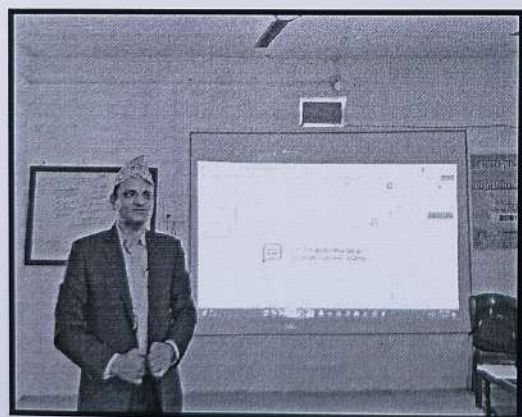
प्रमुख

Campus Chief

Janata Campus
Rangeli, Morang
Estd: 2024

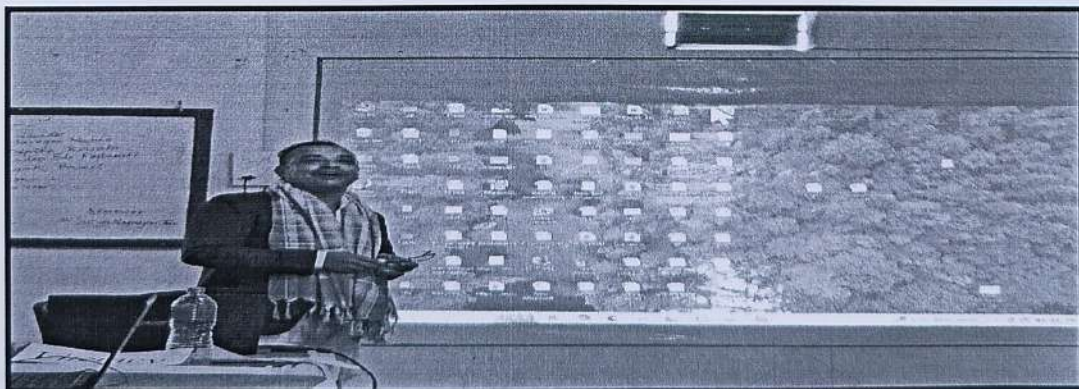
०८१/११/२०
Campus Chief

Some Photographs of Training Programme



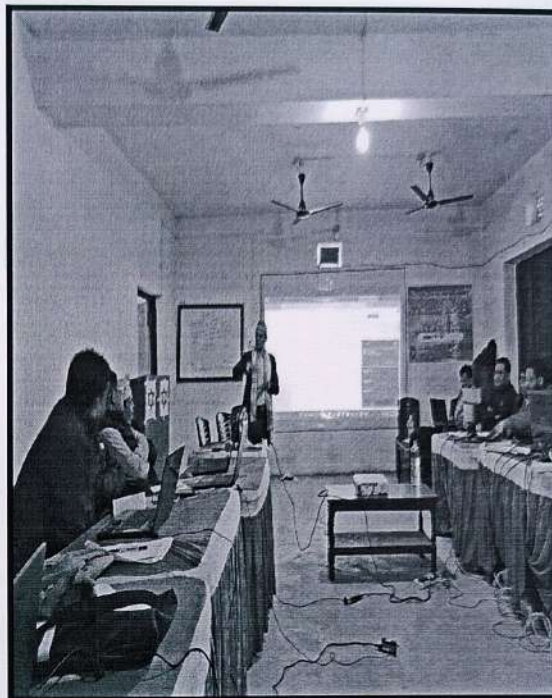

Campus Chief


Janata Campus
Rangeli, Morang
Feb 2014



Handwritten signature or initials.

Janata Campus
Rangeli, Morang
Feb 2024



JANTA CAMPUS

Rangeli, Morang

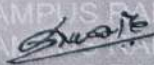
CERTIFICATE OF PARTICIPATION

This is to certify that Mr./Mrs.....has successfully participated in the four-day training programme on Capacity Development for Digital literacy, Digital Pedagogy and Digital Specific Tools organized by Janata Campus Rangeli with support from University Grants Commission, Nepal held from 2081/11/13 to 2081/11/16.


Surendra Basnet
Campus Chief



Supported By:
University Grants Commission
Nepal


Gopalman Singh Rajbhandari
Chairman
Campus Management Committee


Campus Chief



Janata Campus, Rangeli
Capacity Development Training on Digital Literacy, Digital Pedagogy and Digital
Specific Tools .
Participant Feedback Form :

Dear Participant,

Thank you for actively participating in this capacity development training. Your feedback is valuable and will help us improve future training programs. Please take a few moments to thoughtfully answer the following questions.

Please indicate your agreement with the following statements using the scale below:

1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

A. Training Content and Delivery:

1. The training objectives were clearly communicated. 1. 2. 3. 4. 5.
2. The content covered on Digital Literacy was relevant to my needs. 1. 2. 3. 4. 5.
3. The content covered on Digital Pedagogy was relevant to my teaching practices. 1. 2. 3. 4. 5.
4. The content covered on Digital Specific Tools was useful and practical. 1. 2. 3. 4. 5.
5. The training sessions were well-organized and structured. 1. 2. 3. 4. 5.
6. The pace of the training was appropriate. 1. 2. 3. 4. 5.
7. The training materials (handouts, presentations, etc.) were helpful. 1. 2. 3. 4. 5.
8. The trainer(s) demonstrated strong knowledge of the subject matter. 1. 2. 3. 4. 5.
9. The trainer(s) effectively facilitated interactive sessions and discussions. 1. 2. 3. 4. 5.
10. Opportunities were provided to ask questions and seek clarification. 1. 2. 3. 4. 5.

B. Impact and Application:

11. I feel more confident in my digital literacy skills after this training. 1. 2345
12. I have a better understanding of how to integrate digital tools into my teaching. 12345
13. I am likely to apply the knowledge and skills gained from this training in my work. 12345
14. This training has broadened my perspective on the use of technology in education. 12345

C. Overall Experience:

15. Overall, I was satisfied with the quality of this training program. 12345
16. The duration of the training was appropriate. 12345
17. The learning environment was conducive to learning. 12345

D. Open-Ended Questions:


Campus Chief

Janata Campus
Rangeli, Itanagar
1-10-2014

1. Introduction
 2. The Role of the Teacher
 3. The Role of the Student
 4. The Role of the Community
 5. The Role of the Government
 6. The Role of the Media
 7. The Role of the Family
 8. The Role of the Church
 9. The Role of the School
 10. The Role of the Society

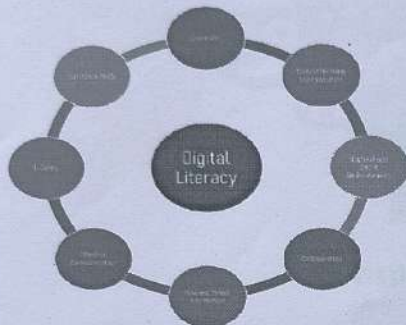



Campus Chief


Janata Campus
Rangeli, Morang
Est'd: 2044

Janata Campus, Rangeli

Capacity Development Training on Digital Literacy, Digital Pedagogy and Digital Specific Tools .



Understanding Digital Literacy

- **What is Digital Literacy?**
 - The ability to use information and communication technologies (ICTs) to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.
 - It's more than just knowing how to use a computer; it involves critical thinking and responsible online behavior.
- **Key Components of Digital Literacy:**
 - **Information Literacy:** Finding, evaluating, and using information effectively from digital sources.
 - **Communication and Collaboration:** Using digital tools to interact, share, and work with others online.
 - **Digital Content Creation:** Producing and editing digital text, images, audio, and video.
 - **Online Safety and Security:** Understanding and practicing safe and responsible online behavior, protecting personal data.
 - **Problem Solving:** Using digital tools and resources to solve problems and answer questions.
- **Why is Digital Literacy Important for Educators?**
 - Enhances teaching effectiveness and student engagement.
 - Facilitates access to a wider range of resources and information.
 - Prepares students for a digitally driven world.
 - Enables more efficient administrative tasks and communication.

[Signature]
Campus Chief





Exploring Digital Pedagogy

- **What is Digital Pedagogy?**
 - The study and application of how technology can enhance teaching and learning practices.
 - It goes beyond simply using digital tools; it involves rethinking pedagogical approaches in a digital environment.
- **Key Principles of Digital Pedagogy:**
 - **Active Learning:** Leveraging technology to engage students in interactive and participatory learning experiences.
 - **Collaboration and Communication:** Fostering online collaboration and communication among students and with the instructor.
 - **Personalized Learning:** Utilizing digital tools to cater to diverse learning needs and paces.
 - **Authentic Learning:** Connecting learning to real-world contexts and tasks through digital resources.
 - **Critical Thinking and Digital Citizenship:** Encouraging students to critically evaluate digital information and act responsibly online.
- **Shifting Pedagogical Approaches with Technology:**
 - From passive reception to active participation.
 - From individual work to collaborative projects.
 - From teacher-centered to student-centered learning.