

Introduction to Digital Awareness

Digital Awareness in Education

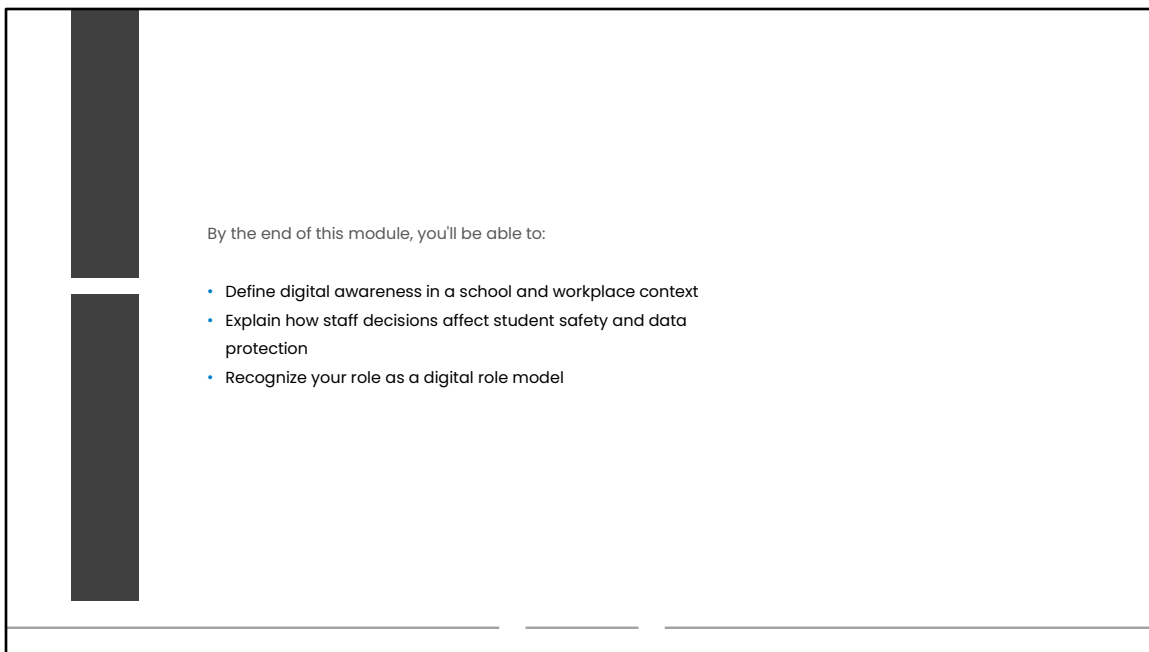
Global Notes:

- **Read** the instructions found in the **Notes** section carefully before building the module.
- **Use** the Storyline 360 template sent to you for this course.
- The template has **pre-built slides** dedicated for this storyboard.
- The learning outcomes images are **found within the Storyline 360 template**. Kindly reach out if you ran into any issue.
- Use the images found in **the VisualAssets** folder.
- Don't **import** the storyboard into Articulate 360 because it affects the quality of the images and icons.
- **Don't** apply fade effect to the slide title.

Scene: The landing slide for the whole course.

Audio Welcome to Introduction to Digital Awareness for teachers and staff. Every day, you work with systems that hold student information, school records, and confidential files — which makes digital awareness part of your professional role, not just an IT concern. Click Next to begin.”

Presentation Sequence: Screen text is presented in parallel with the audio.



Scene: The module title slide & module learning outcomes.

Audio: Welcome to Digital Awareness in Education. In this module, you'll define what digital awareness means in a school and workplace context. You'll see how everyday staff decisions affect student safety and data protection. And you'll consider your role as a digital role model — for colleagues and for students.“

Presentation Sequence: Screen text is presented in parallel with the audio.

Digital Awareness for Staff

Digital awareness means using technology safely, responsibly, professionally and ethically, in line with your school's expectations.



Email



LMS



Students Records



Cloud



Meetings



Messaging



Devices



Ai Tools

Slide 1 (Digital Awareness for Staff)

Audio: Let's start with what digital awareness actually means for you. It's the practice of using technology safely, responsibly, professionally, and ethically — in line with your school's expectations. Think about the systems you touch in a normal working day: email, your learning platform, the student information system, cloud storage and shared drives, video meetings, messaging tools, classroom devices, and increasingly, AI tools. Every one of these can hold student data, parent information, or confidential school files. That's what makes your digital habits matter — not the technology itself, but what it holds and who it affects."

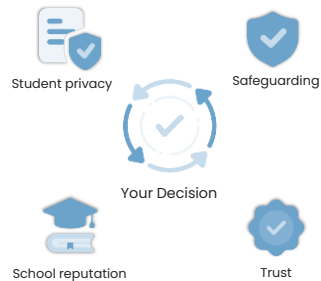
Presentation Sequence: screen text and icons fade in, in parallel with narration.

Interactivity: None.

Staff Responsibility



Someone else's job?



Digital awareness is not only an IT issue.
It is a professional responsibility.

Slide 2 (Staff Responsibility)

Audio: Here's the shift in thinking this course asks of you. It's tempting to see digital safety as the IT department's job — firewalls, filters, passwords, someone else's problem. But the systems only work if the people using them make sound decisions. A shared link, an unlocked screen, a hurried reply to an email — these are staff decisions, not technical ones. And they affect student privacy, safeguarding, the school's reputation, and the trust families place in you. That makes digital awareness a professional responsibility — as much a part of the role as anything else you do.

Presentation Sequence:

- As the timeline starts, the IT icon and its line fade in.
- The elements on the left (Icons and labels), fade in, in parallel with narration.
- The line “Digital awareness” fade in as narration finishes.

Interactivity: None.

Whose Problem Is It?



You pass a colleague's empty desk. Their laptop is unlocked.
The student information system is open on screen. They've stepped out, probably just for a minute.

What's the right way to see this?

A. Not my concern. IT security handles system access

B. A professional concern. Student records are exposed

C. Only a problem if a stranger is in the building

Submit

Select the response that best reflects your view.

Slide 3 (Whose Problem Is It?)

Audio:

Base layer Audio: Let's make this concrete. Read the situation on the card...(The card fades in here) and decide — how would you see this moment? (The 3-answer options fade in one-by-one) *Select the response that best reflects your view.*

Presentation Sequence:

- See instructions within the audio line.
- Add “Hover” “Selected” and “Visited” states to each option.
- Add a looping “Pulse” animation to the “Light bulb” icon.
- Call-to-action fade in from the left in parallel with narration.

Interactivity: Pick one.

Whose Problem Is It?



You pass a colleague's empty desk. Their laptop is unlocked.
The student information system is open on screen. They've stepped out, probably just for a minute.



Look again.

IT security builds the systems, but no firewall can lock a screen someone walked away from. This moment belongs to the people in the room. Student records are exposed, and acting on that is a professional responsibility, not a technical one.

Try again

Select the response that best reflects your view.

Slide 3 Layer A (Whose Problem Is It?)

Audio:

Layer A Audio: Look again. IT security builds the systems — but no firewall can lock a screen someone walked away from. This moment belongs to the people in the room. Student records are exposed, and acting on that is a professional responsibility, not a technical one. Let's try again.

Presentation Sequence:

- Add a looping "Pulse" animation to the "jigsaw puzzle" icon.

Whose Problem Is It?



You pass a colleague's empty desk. Their laptop is unlocked.
The student information system is open on screen. They've stepped out, probably just for a minute.



That's the professional lens.

Student records are exposed to anyone who walks past and protecting them doesn't need a technician. It needs a colleague. Locking the screen, or a quiet word when they're back, takes five seconds.

Continue

Select the response that best reflects your view.

Slide 3 Layer B (Whose Problem Is It?)

Audio:

Layer B Audio: That's the professional lens. Student records are exposed to anyone who walks past — and protecting them doesn't need a technician. It needs a colleague. Locking the screen, or a quiet word when they're back, takes five seconds. That pause — five seconds of noticing before you act, or before you let a moment slide — is a habit worth remembering. Click the continue button to keep learning.

Presentation Sequence:

- Add a looping “Pulse” animation to the “jigsaw puzzle” icon.

Whose Problem Is It?



You pass a colleague's empty desk. Their laptop is unlocked.
The student information system is open on screen. They've stepped out, probably just for a minute.



Look again.

Exposure doesn't wait for a stranger. A student glancing at a grade, a parent's contact details seen in passing. The information is exposed the moment the screen is unattended. Who happens to be nearby only decides how bad it gets.

Try again

Select the response that best reflects your view.

Slide 3 Layer C (Whose Problem Is It?)

Audio:

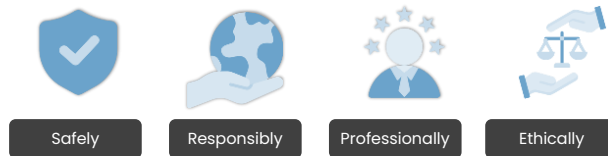
Layer C Audio: Look again. Exposure doesn't wait for a stranger. A student glancing at a grade, a parent's contact details seen in passing. The information is exposed the moment the screen is unattended. Who happens to be nearby only decides how bad it gets. Let's try again.

Presentation Sequence:

- Add a looping "Pulse" animation to the "jigsaw puzzle" icon.

Digital Role Models

Teachers and staff are digital role models.



What you are asked to practice, is what others see.

Slide 4 (Digital Role Models)

Audio: One more idea before we close. This module's objectives named staff as digital role models — and the module has already told you what that means. The same four words that define digital awareness — safely, responsibly, professionally, ethically — are the four things students and colleagues see in how you work. Being a role model isn't an extra task. It's the definition, made visible. Click next to keep learning.

Presentation Sequence:

- As the timeline starts, “Teachers and staff are.....” line fades in.
- The icons and their associated boxes fade in, one-by-one, in parallel with narration.
- The “What you are asked.....” line fades in, in parallel with narration.

Interactivity: None.

In Front of the Class Moment



During a lesson, a student says: "Sir, you always tell us to follow the technology rules, but teachers don't have to, right?" The class goes quiet, waiting for your answer.

What's the response that sends the right message?

A. "Teachers are adults. The rules are there for students."

B. "Let's get back to the lesson."

"Good question! The expectations apply to me too."

Submit

Select the response that best reflects your view.

Slide 5 (In Front of the Class Moment)

Audio:

Base layer Audio: Read the situation on the card...(The card fades in here) and decide — What's the best response that sends the right message? (The 3-answer options fade in one-by-one) Select the response that best reflects your view.

Presentation Sequence:

- See instructions within the audio line.
 - Add "Hover" "Selected" and "Visited" states to each option.
 - Add a looping "Pulse" animation to the "Light bulb" icon.
- Call-to-action fade in from the left in parallel with narration.

Interactivity: Pick one.

In Front of the Class Moment



During a lesson, a student says: "Sir, you always tell us to follow the technology rules, but teachers don't have to, right?" The class goes quiet, waiting for your answer.



Look again.

The moment adults are excused, the rules stop being values and become controls and students treat them that way. You are a digital role model whether you choose to be or not; this answer chooses the wrong model.

Try again

Select the response that best reflects your view.

Slide 5 Layer A (In Front of the Class Moment)

Audio:

Layer A Audio: Look again. The moment adults are excused, the rules stop being values and become controls — and students treat them that way. You are a digital role model whether you choose to be or not; this answer chooses the wrong model. Let's try again.

Presentation Sequence:

- Add a looping "Pulse" animation to the "jigsaw puzzle" icon.

Whose Problem Is It?



During a lesson, a student says: "Sir, you always tell us to follow the technology rules, but teachers don't have to, right?" The class goes quiet, waiting for your answer.



Look again.

The lesson matters, But a question left hanging still gets answered: the silence says the rules can't be defended. Ten seconds, "they apply to me too", and the lesson continues, with the message intact.

Try again

Select the response that best reflects your view.

Slide 5 Layer B (In Front of the Class Moment)

Audio:

Layer A Audio: The lesson matters, But a question left hanging still gets answered: the silence says the rules can't be defended. Ten seconds, "they apply to me too", and the lesson continues, with the message intact. Let's try again.

Presentation Sequence:

- Add a looping "Pulse" animation to the "jigsaw puzzle" icon.

Whose Problem Is It?



You pass a colleague's empty desk. Their laptop is unlocked.
The student information system is open on screen. They've stepped out, probably just for a minute.



That's modeling

You've just told the class that digital expectations aren't rules imposed on the powerless, they're how professionals work. Safely, responsibly, professionally, ethically: students believe those four words when they see adults living them.

Continue

Select the response that best reflects your view.

Slide 6 Layer C (In Front of the Class Moment)

Audio:

Layer C Audio: That's modeling. You've just told the class that digital expectations aren't rules imposed on the powerless — they're how professionals work. Safely, responsibly, professionally and ethically: students believe those four words when they see adults living them. One honest answer like this teaches more than a term of reminders. Click the continue button to keep learning.

Presentation Sequence:

- Add a looping “Pulse” animation to the “jigsaw puzzle” icon.

Quick Check



Why is digital awareness important for staff?

A. Only IT staff need it.

B. Staff handle student and school information.

C. It only applies to social media.

Submit

Choose the best answer!

Slide 6 (Quick Check)

Audio: "You've covered the ground this module set out to cover. What digital awareness means in your role... why your decisions carry professional weight... and what students and colleagues see in how you work.

One question before we close — a simple check that the core idea has landed. Read it, and choose the best answer.

Presentation Sequence:

- The question fades in as the timeline starts.
- Add “Hover”, “Selected” and “Visited” states to each answer option.

Interactivity: Pick one.

Quick Check



Why is digital awareness important for staff?

A. Only IT staff need it.

B. Staff handle student and school information.

C. It only applies to social media.

Try again

Choose the best answer answer!

Slide 6 (Quick Check) Layer A

Audio: Look again. IT staff maintain the systems — but the information inside them passes through everyone's hands. A register, an email, a shared file. If you use school systems, digital awareness is part of your role. Let's try again.

Quick Check



Why is digital awareness important for staff?

A. Only IT staff need it.

B. Staff handle student and school information.

C. It only applies to social media.

Continue

Choose the best answer answer!

Slide 6 (Quick Check) Layer B

Audio: Correct. Every member of staff works with systems that hold student data, school records, or confidential information — every day, often without thinking about it. That's exactly why digital awareness belongs to everyone, not to a single department. Click continue to keep learning.

Quick Check



Why is digital awareness important for staff?

A. Only IT staff need it.

B. Staff handle student and school information.

C. It only applies to social media.

Try again

Choose the best answer answer!

Slide 6 (Quick Check) Layer C

Audio: Look again. Social media is one part of the picture. Digital awareness covers everything you use at work — email, records, shared files, meetings, devices. It's about how you handle information, wherever it lives. Let's try again.

Five Second Filter

Digital awareness is a professional responsibility
for every member of staff.



When something feels off, give it five seconds
before you act, or before you let it pass.

Slide 7 (Five Second Filter)

Audio:

One idea to take with you. Digital awareness is a professional responsibility — for every member of staff. Not because policy says so, but because the systems you use every day hold information that matters to real people.

And one habit to start today. When something feels off — a screen, a request, a moment like the ones you faced in this module — give it five seconds. Before you act... or before you let it pass. Click next to keep learning.

Presentation Sequence:

- Screen text fades in, in parallel with narration

Interactivity: None.

Key Takeaways

- Digital awareness is a professional responsibility for every member of staff.
- It means using technology safely, responsibly, professionally, and ethically.
- Staff are digital role models. What you practice is what others see.
- When something feels off: five seconds, before you act or let it pass.

Slide 8 (Key Takeaways)

Audio:

Here's what this module comes down to. Digital awareness is a professional responsibility — for every member of staff.

It means using technology safely, responsibly, professionally, and ethically — in every system you touch.

You're a digital role model — what you practice is what students and colleagues see. And when something feels off — five seconds. Before you act, or before you let it pass.

Presentation Sequence:

- Screen text fades in, in parallel with narration

Interactivity: None.