

# PGCE Early Years and Primary Education

## Multilingual Nurseries and Classrooms

Information and Communications Technology (ICT) Handbook

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*Tutors*

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# General Information

## ***Learning Outcomes***

By the end of this course students will have achieved a very good level of knowledge and competence in:

- using ICT effectively and appropriately to support the teaching and learning objectives of the lesson
- organising ICT in nurseries and primary classrooms including identifying assessment opportunities and methods of monitoring and recording pupils' progress
- using the knowledge of the Curriculum Guidance for Foundation Stage and National Curriculum to plan high quality lessons and assess outcomes
- identifying the contribution that ICT can make to teaching pupils with SEN and using ICT in such teaching
- critically reviewing generic and subject-specific software and evaluating the effectiveness of ICT against teaching and learning objectives
- developing and consolidating pupils' ICT capability
- using ICT terminology appropriately
- understanding current health and safety issues relating to the use of computers; legal considerations and ethical issues
- using ICT for professional purposes to reduce administrative and bureaucratic burdens
- accessing current classroom-based research and inspection evidence relating to ICT and support-materials from the internet
- relating theories of learning to the use of ICT in the classroom
- to enable access to the curriculum and ICT capability for all pupils

## ***Course Organisation***

### **Context**

This course will give students the knowledge and capability to integrate the use of ICT, as appropriate, through the Early Years and Primary National Curriculum subjects. The focus is on the use of ICT in the classroom and Early Years as a medium to support high quality teaching and learning. The students will work with, and evaluate, the range of educational software that is used in schools. In addition the course will enable students to build on their existing skills and competencies and knowledge of the Early Years and Primary National Curriculum for ICT. The importance of promoting equality of opportunity for all pupils will permeate the whole course.

### **Learning and Teaching Methods**

Teaching will be by workshop and seminar. The 3 - 7 and 5 - 11 routes will follow a similar course with appropriate focus and materials for the age range.

### **Contact Hours**

There will be 9 taught sessions and 2 workshop sessions. Details of these sessions will be found in this handbook.

Additionally, in each of the weeks immediately preceding school experience tutors will be available for consultation regarding your planning and rooms will be booked to enable access to software you may wish to review.

### **Attendance**

Attendance and punctuality are all part of your professional commitment to teaching. Lateness disrupts teaching and offends those colleagues who are punctual. While we keep registers for each course, you are responsible for your own attendance. Please note that all references carry a statement about your attendance and punctuality across the whole of the course.

The expectation for attendance on the course is 100%. Any unavoidable absences must be recorded with your Group Tutor and, if possible, with the tutor whose session/s you are missing. You can do this by phone or by email (tutor extension numbers and email addresses are in the Course Handbook). You can also leave a message with the School Administrator on x 2661. Make sure you give precise information for him/her to convey to appropriate staff.

## **Aims**

The overall aim of this part of your training is to enable to use ICT very effectively to support learning. You will know when ICT can best be used as part of teaching and learning, and when ICT is best avoided in favour of other teaching and learning approaches. You will become a confident user of ICT in teaching and learning. You are joining the profession at a time of accelerated change in the levels of provision and training for ICT and the course will aim to develop the skills needed to exploit the opportunities which new technology provides.

***This is NOT a technology driven course and it recognises that being an expert user of computers and peripherals does not guarantee that you can teach well with them. This course is about teachers and pupils as skilful and selective users of technology. The skills development arises out of the activities but the activities are always framed within contexts of teaching and learning.***

ICT is taught across all the subject areas in the Primary PGCE. It also has a set of sessions which complement this input and provide opportunities to develop use of ICT as a teaching professional as well as a working knowledge of ICT as a subject in its own right

## **QTS Standards**

The QTS standards can be found in your standards booklet. There are some generic standards which appear below. The rest of the standards which apply to this course can be found in the course outline.

*Professional Attributes Q3,  
Professional knowledge and understanding Q12, Q13 Q14b Q15, Q16  
Professional Skills Q19 Q21*

# Introduction

As you will realise from reading the standards for Qualified Teacher Status, ICT is in a different position to any of the other subjects. It is a subject in the National Curriculum but it is also present in every other area. Within the foundation stage, it appears clearly in the area of Knowledge and understanding in the world. However, ICT can be taught through other areas and we shall be discussing this further. It is also something you need to work with as a teaching professional to enhance your work (and, ultimately, to help you cope with the workload!). To summarise, the training requires you to develop during the PGCE year in three separate, but related, areas. You need to demonstrate that you have:

- ❑ A set of skills with new technology for your professional use
- ❑ Knowledge and Understanding of ICT in the teaching of all other subjects
- ❑ Knowledge and Understanding of ICT as a subject in its own right in the National Curriculum

If this appears daunting at first, remember that all teachers, new and experienced, young and old are also learning with and about new technology. You are joining the profession at a time of profound and accelerated change brought about by the introduction of new ways of accessing and combining information. The entire teaching profession has to negotiate these changes and see the opportunities for the children and parents with whom they work.

Throughout your PGCE course, subject tutors will show you many examples of how to use ICT effectively in their subjects. The ICT course itself will support this aspect of the requirements and allow you to develop ICT for your own professional use and to gain a working knowledge of ICT as a subject. There is, inevitably, some overlap between these areas but there is a great deal to be gained from working in this way, in sharing information and ways of carrying out activities.

# Areas for Development

## ***The Personal and Professional use of ICT***

Broadly speaking, this area of ICT is concerned with your own personal negotiation with ICT for your own professional development needs. It will be important for you, for example, to begin to use ICT to make the task of writing assignments, plans and assessments much easier. It will be important to learn to make sound judgements about which particular ICT resources are most appropriate for which tasks (to say nothing of knowing where to go and look for them in the first place).

You will also need to be able to troubleshoot common problems; for example, know what to do if you are unable to log in or unable to print. Technical support for actual malfunctions will be well beyond your remit and covered by other para-professionals within the school setting.

As you become more aware of the Internet and its various possibilities, it will become useful for you to investigate further the various online communities for education in which teachers exchange resources and share information. You will have access to the University network facilities and to the wider Internet.

To summarise, the Personal and Professional use of ICT comprises:

- ICT in all professional writing, including planning and in assessment
- ICT in locating and using resources, including for SEN and EAL
- A basic level of troubleshooting
- Becoming a part of an online community for education

The relevant requirements from the curriculum for QTS are contained in the second section on "Knowledge and Understanding":

"Those awarded Qualified Teacher Status must demonstrate (that)... They know how to use ICT effectively to support their wider professional role." (DfES/TTA, 2002, para 2.5)

## ***ICT in Subject teaching***

This area of development is concerned with learning about the uses of ICT to support and enhance learning in every area of the curriculum. The most recent revision of the National Curriculum (DfES, 2000b) requires that children experience aspects of each subject by means of appropriate ICT experiences.

*Pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in all subjects (at key stage 1, there are no statutory requirements to teach the use of ICT in the programmes of study for the non-core foundation subjects. Teachers should use their judgement to decide where it is appropriate to teach the use of ICT across these subjects at key stage 1. At other key stages, there are statutory requirements to use ICT in all subjects, except physical education) The National Curriculum Handbook for Primary Teachers in England (DfES 2000)*

The Early Years Foundation Stage (DfES 2007) allows provision for the computer in the six learning areas with a specific Early Learning Goal within the Knowledge and Understanding of the World area of learning, **"Find out about and identify the use of everyday technology and use information and communication technology and programmable toys to support their learning"**

You will have input in the ICT part of the course on ICT in subject teaching and you will encounter activities within subject sessions which should also allow you to develop in this key area.

To summarise, developing ICT in Subject Teaching means:

- Using ICT very effectively to support learning in curriculum subjects and in the learning areas of the Foundation Stage
- Evaluating ICT resources from a curriculum perspective (software, hardware, websites)
- Making the connections between schemes and plans in ICT and other subjects

The relevant requirements from the curriculum for QTS are contained in the second section on "Teaching":

"Those awarded Qualified Teacher Status must demonstrate (that)... They use ICT effectively in their teaching." (DfES/TTA, 2002 para. 3.3.10)

### ***ICT as a Subject in its own right***

This area of ICT is concerned with developing children's capability within ICT itself. ICT is a National Curriculum subject with its own programmes of study and areas of learning. It will be obvious to you that in most cases you will combine the teaching and learning of ICT with other subjects. Pure ICT, which has no relevance or input from other subjects and situations in the school, is going to be an empty experience, devoid of any relevance to the children. Nevertheless, in planning for ICT you are required to have an understanding of the ways in which particular activities allow for the development of separate ICT skills.

An example might help to illuminate the point. If you are working with a group of Year 3 children, recording scientific observations and using ICT to present your findings in a database, the ICT part of the learning intention is to reinforce the children's understanding of how a database works and what it does. The learning of the science (Sc1 Scientific enquiry: Investigative skills) on the other hand, is concerned with the questions that the database allows the children to ask in order to understand the scientific concepts being investigated.

*E.g. A materials database: Pupils investigated the properties of a selection of materials over the course of three lessons. They were then shown a prepared database. The fields were made up of key properties. The pupils entered their previous data and the teacher demonstrated how to use the search facility, entering a question about a chosen field. She pointed out that they could use the graph option for a quick and clear result of how many objects conducted electricity. The search option would give more information (for example by giving the number of matches, and allowing the user to view all the properties of the matching objects). In their groups, the pupils discovered how to use the database to answer a question posed by the teacher. They also devised their own question. Each group gave a demonstration. (QCA,2003 National Curriculum In Action)*

Having an awareness of ICT as a subject in its own right means:

- Developing children's ICT concepts and skills
- Developing children's ability to make connections and solve problems
- Understanding progression in ICT itself

The relevant requirements from the curriculum for QTS are contained in the second section on "Knowledge and Understanding":

"Those awarded Qualified Teacher Status must demonstrate (that)... They have sufficient understanding of a range of work (in) ICT." (DfES/TTA, 2002 para. 2.1 b)

### ***About the TTA ICT Skills test***

You will probably be aware that The TTA requires all trainees to take an ICT skills test in order to gain Qualified Teacher Status (QTS). Standard 2.8 requires trainees to "... have passed the QTS skills tests in numeracy, literacy and ICT." However, the skills that you will develop in ICT in Primary teaching overall are concerned with teaching and learning and go well beyond the narrow scope of the ICT test.

It should be noted that all the tasks/taught sessions described later in this book and carried out through the year would, in some way, be useful in completing the tests successfully. It is essential, however, to bear in mind that the ICT test is only designed to test a rudimentary level of knowledge and skills in a range of ICT for professional and administrative tasks. They do not test your capability in teaching ICT or ICT in other subjects to children.

The test uses six main software types and you will need to become familiar with what each of them is and can do.

The tests do not use common software such as Microsoft Office. Special versions of the six software types have been created especially for the test. These versions do, however, look very similar to Microsoft Office or Apple software.

The Microsoft Office equivalents of the above list are as follows:

Word Processor	<b>Word</b>
Web Browser	<b>Internet Explorer</b>
Email	<b>Outlook</b>
Database	<b>Access</b>
Spreadsheet	<b>Excel</b>
Presentation	<b>PowerPoint</b>

During the course we will make regular use of all of those kinds of software and their primary school equivalents. We will be using more than one at a time. We will go well beyond the requirements of the test.

Support is available to learn how to take the ICT test at the TTA website and in publications such as the Learning Matters Guide to Passing the ICT Skills test (Ferrigan, 2001).

Your tutors for ICT will advise on how to prepare for your skills tests and will, during the course of the year, provide some additional support and some time in sessions specifically to address them. However, the tests were designed and implemented by the Teacher Training Agency and any questions about registration, content and any difficulties should be reported directly to them.

Contact details and all information relating to the skills tests can be found at the TDA website.

# ICT facilities

We will be using BELB14 and BELB12/13 for all the taught sessions. There will be opportunity to have open access to these rooms on some occasions. However, the rooms are in constant use for teaching so this may not happen very often. You will need to check the main PGCE notice board and ICT one outside BELB14 for further information.

## ***About the Education Department lab in rooms BELB05/06, BELB12/13 and BELB14***

The Department of Educational also maintains its own specialist computer equipment, some of which is representative of what you will find in schools. Some of the equipment is located in specialist teaching areas (e.g. science and music). The majority is located in rooms BELB5/6, BELB12/13 and BELB14.

All computers should have the standard Microsoft Office and Internet access. In addition, there are selections of primary school software available. We provide software most commonly used in schools. You will find School Mentors and ICT Co-ordinators very willing to assist you with any software item you meet in schools with which you are unfamiliar. However, software, which has been designed with younger users in mind by many different manufacturers, has a similar look and feel and you will gain useful experience in evaluating these materials.

In terms of hardware, there are approximately 46 RM PCs available in LB5/6, LB12/13 and LB14 in sessions. There is access to printing, colour printing, scanning and CD Burner's, Interactive Whiteboard, digital cameras and Early Years' IT equipment. There are a number of small robots and other peripheral devices.

From time to time you may use different labs with different tutors. These sessions will always be notified in advance.

You will almost always have to share a computer in taught workshop sessions. Please make sure that you do share the workspace and the working time. If you feel you are not getting enough time at the computer during sessions, please let the tutor know.

## ***Your ICT Access***

You will get a user name and password in order to access the university systems. This is the same for all the services and you must keep this safe and not allow anyone else to use this.

You will get an email address and can access your email account through webmail. You can also forward this to your own email account. We will do this on the first session.

You have access to weblearn and evision and it is a good idea to get use to using these facilities on a regular basis. You also get 10M of space for files. This is not a lot, so it is better to bring a flash drive to all sessions – this will enable you to keep work produced for future reference.

Computer Services (ISS) provides support for users throughout the working day and in the evening. This service is available at the Help Desk, room 101, Information Services Building. Information and advice within the Department of Education are available from Ranjana McLean/ Erdal Dogan (BELB.02)

Also the open access computer rooms in the Tower Building contain some of the software you will need to have access to for assignments. These also have the normal Microsoft office programs. You also have access to computers in the library.

Information of opening times and other learning resources can be found at the following website.

<http://www.londonmet.ac.uk/student-handbook/learningresources.cfm>

# Assessing your progress in ICT

## ***Audit of Subject knowledge/ICT capabilities***

An initial skills audit is carried out in the first session and an action plan is formulated to be addressed during the course. At the end of the module, you will be asked to carry out a further audit for both the teaching and learning areas as well as your own skills. You will then be able to take this into your first year of teaching.

## ***School-based Activities***

The activities that you undertake in school are extremely important. Becoming a competent user of ICT for your own use is one thing, working with children using ICT including computers is quite another.

Many of you will find yourselves in schools where the resources are magnificent and there is a helpful and knowledgeable ICT co-ordinator to advise you. There has been a substantial amount of funding for computers and training in schools in the last five years and the culture is changing for the better.

## ***School Experience One***

During this time you need to make an audit of ICT. You need to collect the following information. Please use the template below to help you.

- What software do they use for the following?
  - Word Processing
  - Graphics/Print
  - Database
  - Spreadsheet
- Do they have an ICT suite, computers in the classroom or both?
- Do they have whiteboards in the suite or classroom or both? How are they used?
- How are the computers used? Just for ICT or other subjects?

You may find that the school you are in has limited ICT present either in your classroom or within the school. You need to note this and see what should be there as highlighted in the taught session.

# Assignment

*TE3068N Using Information and Communication Technology (ICT) to support teaching and learning.*

**You are to produce a portfolio of around 3000 words which includes a presentation and an assignment which addresses the following-**

**Critically analyse the place of ICT in teaching and learning in the early years or primary classroom?**

## ***Coursework One – Rationale for ICT***

**You need to produce a 2500 word assignment. In this you need to cover the following criteria.**

- Show your knowledge and understanding the place of ICT within the curriculum. You need to make reference to the curriculum documentations (National Curriculum, National Strategies, Early Years Foundation Strategies etc.), research and practical activities you have seen in the school.
- Show evidence of learning of the impact of ICT in learning in the classroom through your practical experience. Include examples from ASE, SE1 and previous school experience and your presentation
- Justify your stance by reference to Learning Theories, research and reading through the course.

## ***Coursework Two – Multimedia Presentation (equivalence of 1000 words)***

In week two of the course, you will be asked to get together in groups of four. Each group will need to produce a multimedia resource to support the teaching and learning of an area of subject knowledge from the National Curriculum or Foundation Stage Curriculum Guidance using one of the following software packages:

- PowerPoint
- Active Primary Flipchart
- Smartboard
- 

The presentation should consist of a series of slides/pages for one lesson in a KS1/ 2 or early years. You will need to decide on the number of slides/pages that will be appropriate for the age range chosen. However, each person must produce at least two slides within the presentation. Time in sessions will be given to you in order for you to work together and get tutor support

### **You must**

- Plan the presentation within the group.
- Put together a presentation with sound, video, text, graphics and animation.
- Present the presentation as a group with each student having an active role.
- Produce a hand-out which should include a lesson plan for those who are watching the presentation

### **The presentation must include**

- Clear learning objectives and learning outcomes
- Clear links to the documentation including National Curriculum, EYFS and National Strategies
- Sound, video, text, graphics and animation.

During the week before the assignment is handed in, you will need to present the multimedia resource as a group to the two module tutors. Tutors will be directing questions at the group and individuals with regard to the multimedia elements. Each student will be asked questions about their slides. This will be formally marked at the time.

You need to hand-in the presentation on a CD to the assessment office.

### ***Coursework Three - Rationale for presentation (equivalence of 500 words)***

**This is linked to Coursework Two**

**You will need to hand in the hand-out you produce for the presentation**

#### ***Marking Criteria for Coursework two and three***

- Learning objectives, learning outcomes and documentation clear on presentation and hand-out
- Learning taking place in the presentation and made clear on the hand-out.
- An activity or resource a teacher could use through showing your activity. This is an individual piece of work for each group member.
- The effective use of the multimedia features (assessed through the answers given in the presentation.)

#### ***A good ICT assignment***

- shows clear knowledge and understanding of the place of ICT within the curriculum making clear reference to curriculum documentations
- shows the impact of ICT on children's learning
- has clear references to theory and practice.
- clear learning outcomes and objectives on the presentation
- has clear and justified uses of multimedia features.
- is clearly referenced using the Harvard Referencing System, with sound structure and a good standard of written English.

#### ***Some previous students have failed the ICT assignment because***

- they do not show clearly their knowledge and understanding of the place of ICT within the curriculum, with limited links to curriculum documentations
- they do not show how ICT can impact on children's learning
- they do not have clear references to theory and practice.
- the learning outcomes and objectives are unclear on the presentation
- there is limited justification of the uses of multimedia features
- the structure of the essay, or the standard of written English, is very poor.

# Course Outline

## Structure of the Course Sessions

### Background reading -

(Primary) Ager R. *Information and technology in Primary Schools* Ch 1 “Why this ICT?” and Chapters 2 and 4 (Planning and assessment)

(Early Years) Siraj-Blatchford J and Siraj and Blatchford I ((2006) *A guide to Developing the ICT curriculum for early childhood education* Chapter One An Emergent Technology Curriculum.

Session	First Hour	Second Hour	Third Hour
1	Module introduction, assignment Personal and professional audit.	Pebble Pad Training – introduction and setting up blog and web-portfolio.	<b>Paint Program and time to play</b>
	QTS/EYFS/NC - QTS – 2 Q14, Q15 Q21 EYFS – Creative Development, Explore colour texture, shape... NC – Breath of Study, Developing Ideas QCA Unit 1a, 2b, 3a, 4r		
	Williams J and Easingwood N – Primary ICT and Foundation Subjects Chapter 1 Planning preparing and delivering lessons		
2	Assignment input.	Multimedia Session	Hands-on time - Making PowerPoint Presentation Pebble Pad Training TBA
	QTS/EYFS/NC - EYFS - Communication, language and literacy – Know that print carries meaning and is read left to right, top to bottom. NC Exchanging and sharing ideas, Developing Ideas. QCA 1b, 2a, 3a, 4a, 6a		
	Duffty J. <b>Primary ICT</b> Chapter 7 – ICT Strategies: Multimedia Communication		
3	Literacy-- Digital cameras Window Movie Maker	<b>Hands-on time</b>	Pebble Pad Training TBA
	QTS/EYFS/NC - <b>QTS 3 Q23, Q25(a)</b> QTS 2 Q11, Q12, Q22, 3 Q26		
	Grey D The Internet in School – Chapter 4- Responsibility and Understanding		
4	Planning and assessment for ICT	Espresso training Internet stuff Safety and computers – Byron Report	Whiteboard training 1.
	QTS/EYFS/NC - EYFS Knowledge understanding of the world, NC Exchanging and sharing ideas, Developing Ideas. QCA 1b, 2a, 3a, 4a, 6a		
	Pachler N. (Institute of Education) Theories of Learning and Information and communication technology.		

<b>5</b>	Whiteboard Session 2	Making resources Software and content in schools SE1 audit and expectations.
	QTS/EYFS/NC - <b>QTS 3 Q23, Q25(a)</b> QTS 2 Q11, Q12, Q22, 3 Q26	
	Barber D. Cooper L and Meeson G – Learning and Teaching with Interactive Whiteboards Chapter 5 Theoretical underpinnings and pedagogical themes	

After ASE (MARCH 2011)

<b>6</b>	Robots	<b>Hands-on time</b>	Multimedia presentation time/whiteboard practice time
	QTS/EYFS/NC EYFS Mathematical development – using everyday words to describe position. NC – Making things happen. QCA 1a, 2d, 4e, 5e, 6e.		
	Smith. H, <b>Opportunities for information and communication technology in the Primary School</b> Chapter 3, 'Roamers, Pixies and Screen Turtles'		
<b>7</b>	Data-handling (graphing and spreadsheets)	<b>Hands-on time</b>	Multimedia presentation time/whiteboard practice time
	QTS/EYFS/NC EYFS –Problem solving, reasoning and numeracy. NC – Finding things out. QCA 1e 2c 3c 4d 5d		
	Sharp, Potter, Allen, Loveless, Primary ICT: Knowledge, Understanding and Practice (Achieving QTS) Chapter 9, Graphing programs		
<b>8</b>	Presentations		
<b>9</b>	Databases (branching with EY)	<b>Hands-on time</b>	SE2 prep/whiteboard practice time
	QTS/EYFS/NC EYFS –Problem solving, reasoning and numeracy. NC – Finding things out. QCA 1e 2c 3c 4d 5d		

Skills Sessions

	First Hour	Second Hour
1	Whiteboard hand-on training – at the board	QTS- skills test
2	School experience 2 and ICT	Revising any areas of experience.

# Session Outlines

# Session One

## Learning purposes

- To begin to become familiar with the statutory requirements and non statutory guidance for teaching and learning using ICT
- To consider the cross curricular use of ICT
- To begin to develop the "...knowledge, skills and understanding to make sound decisions about when, when not, and how to use ICT effectively in teaching particular subjects."
- To gain familiarity with a Painting program and begin to develop a repertoire of activities around its use in the classroom and place in the Foundation Stage and National Curriculum
- To begin to consider how teaching and learning using ICT can be effectively introduced and organised in the classroom and early years setting

## Curriculum and Standard links

QTS – 2 Q14, Q15 Q21

EYFS – Creative Development, Explore colour texture, shape...

NC – Breath of Study, Developing Ideas QCA Unit 1a, 2b, 3a, 4r

## Reference/Resources

National Curriculum

QCA Schemes of Work for ICT

Curriculum guidance for the foundation stage

## Workshop practical

Opportunity to explore the tools and options within the program and compare and contrast with conventional art media.

Develop an idea for an activity for use with a group of children. Consider:

- How could you use this with children?
- How would you organise this activity?
- Where is the progression?
- What prior learning and experiences would children need to bring to the activity?
- How could you extend the activity to support more competent users of ICT?
- How could you assess this work?
- How is this different from using other painting/art media (*more than one image; can undo/redo; make changes; no drying time*)?

# Session Two

## Learning Purposes:

- To consider the use of PowerPoint in the early years and primary classroom
- To understand how to put a PowerPoint presentation together.
- To be able to use this understanding for teaching and learning opportunities in the early years and primary classroom.#

## QTS/EYFS/NC –

EYFS - Communication, language and literacy – Know that print carries meaning and is read left to right, top to bottom.

NC Exchanging and sharing ideas, Developing Ideas.

QCA 1b, 2a, 3a, 4a, 6a

## Introduction

What is PowerPoint?

- what does it achieve
- why use it

Classroom Activities and PowerPoint; Demonstrate examples of use in Literacy  
Importance of Planning

## Workshop demo

- Creating a new slide
- Different views - outline / slide view / slide sorter view
- Editing a slide – text, font size, layout
- Inserting a slide
- Using special effects – animation
- Action Buttons – Linear and non-linear presentations
- Deleting a slide
- Viewing your slide show
- Changing the appearance of slides – design, background colour, apply to all, applying to selected slides
- Finding useful images on the Internet
- Pack and Go – importance of saving them in one folder!!!!!! Could send them home as attachments

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## Workshop time

Develop a short PowerPoint presentation on anything.

## Plenary:

Practical issues related to introducing and developing activities in the Classroom

# Session Three

## Learning Purposes:

- To gain an understanding of how ICT can be used to support subject teaching and the Early learning goals in the Foundation stage and Primary classroom.
- To consider the use of digital cameras and how they can be used to enhance learning and teaching in EY and Primary
- To be able to use image enhancing software to make pictures more manageable
- To use the images in a practical way for literacy purposes.

## Curriculum and Standard links

QTS/EYFS/NC - EYFS Knowledge understanding of the world ,NC Exchanging and sharing ideas, Developing Ideas. QCA 1b, 2a, 3a, 4a, 6a

## Plan for main lesson

Introduction

Students to consider how digital cameras are used in school.

Show teachers tv video at 8mins <http://www.teachers.tv/video/3203>

- What are the purposes of them?
- How do they enhance learning?
- What subjects can they be used in?

## Activity

Students need to take photographs for development or download these from websites.

This could be used to set up next week's session where students will be putting together a windows movie maker movie with sound and animation.

The students need to use the camera for different purposes either for a literacy activity such as re-creating a picture book/talking book or art activity of a virtual gallery. Adobe Photoshop should be used to enhance the pictures ready for pupils to use.

## Plenary:

Practical issues related to introducing and developing activities in the Classroom

## Further reading

[http://schools.becta.org.uk/index.php?section=cu&catcode=ss\\_cu\\_skl\\_02&rid=638](http://schools.becta.org.uk/index.php?section=cu&catcode=ss_cu_skl_02&rid=638) - **How to use tape recorders and digital cameras in the foundation stage**

[http://partners.becta.org.uk/index.php?section=rh&catcode=re\\_rp\\_02&rid=14761](http://partners.becta.org.uk/index.php?section=rh&catcode=re_rp_02&rid=14761) - **Digital creativity and behavioral, emotional and social difficulties**

# Session Four

## Learning Purposes:

- Explore the way that information sources can be used to support teaching and learning in the classroom and early years setting
- To investigate the opportunities presented to the Foundation stage by multimedia resources
- To develop an understanding and investigate the opportunities presented by different information sources
- To understand the for internet safety and the Bryon Report
- To understand how to use a whiteboard (introduction)

## Curriculum and Standard links

**QTS 3 Q23, Q25(a)** QTS 2 Q11, Q12, Q22, 3 Q26

## Workshop intro

Introduce the internet websites

Then go onto using Espresso and how this can be used in school

Show the Bryon report and discuss the findings.

## Workshop practical

- Let students explore various websites.
- Explore sources of information, Internet and consider appropriate use in the classroom.
- Explore Espresso and consider it uses in the school.

## Plenary:

Practical issues related to introducing and developing activities in the Classroom

# Session Five

## Learning Purposes:

- To consider the use of a whiteboard in the early years and primary classroom
- To understand how to use the whiteboard in early years and primary in an interactive way.
- To be able to put together the various flipcharts (promethean) and notebook (Smartboard)

## Curriculum and Standard links

**QTS 3 Q23, Q25(a)** QTS 2 Q11, Q12, Q22, 3 Q26

## Introduction

Show different whiteboard already made. Consider how to use them for different subjects.

## Workshop Practical

Go through the following with each of the boards

- Control panel
- Pens
- Right click
- *Using pen*
- Drag and drop
- Undo and eraser
- Highlighter
- Flipping through the notebook/flipchart
- Text
- Pens
- Highlight
- Shapes – empty, fill
- Lines – sizes
- Background
- Save and Open
- Gallery/Resources
- Hyper linkage to page
- Using camera tool to copy and paste

Give students a chance to use these skills for their own flipchart/notebook  
Make sure some students have time at the board.

## Plenary

Show and tell with the students

# Session Six

## Learning Purposes:

- To become familiar with programmable toys and control technology
- To explore the use of floor robots as an introduction to “Control” and consider their use in the Early Years setting and Primary classrooms
- To become aware of progression in control technology through the use of floor robots
- Consider practical issues of classroom management and the organisation of ICT activities within the primary classroom and early years setting

## Curriculum and Standard links

EYFS Mathematical development – using everyday words to describe position.  
NC – Making things happen.  
QCA 1a, 2d, 4e, 5e, 6e.

## Web based resources:

1. **‘How to use ICT across the curriculum’**,  
<http://www.ictadvice.org.uk/index.php?section=tl&cat=004000&rid=441>
2. **‘Ways forward with ICT: Effective Pedagogy using Information and Communications Technology in Literacy and Numeracy in Primary Schools’**,  
[http://www.tta.gov.uk/assets/itt/providers/research/pedagogy/tta00\\_07.pdf](http://www.tta.gov.uk/assets/itt/providers/research/pedagogy/tta00_07.pdf)

## Workshop intro

Introduction to floor robots and Control: consider the issue,  
 organising learning in the primary classroom and early years setting

## Workshop

- Explore the use of floor robots as an introduction to “Control” and consider their use in the Early Years setting and Primary classrooms
- Explore the use of logo as a development to control and consider their use in keystage 2 classrooms.
- Consider issues of classroom management and the organisation of ICT activities within the primary classroom and early years setting

# Session Seven

## Learning Purposes:

- To become familiar with graphing software and begin to explore ways they can be used to support teaching and learning.
- To consider issues of classroom organisation when using ICT to support subject teaching.
- To develop an awareness and understanding of health and safety issues with regard to the use of ICT in the Foundation stage and primary setting.
- To become familiar with spreadsheets
- Explore the way that spreadsheets can be used to support teaching and learning.
- To develop an understanding and knowledge of spreadsheets and investigate the opportunities presented

## Curriculum and Standard links

QTS/EYFS/NC EYFS –Problem solving, reasoning and numeracy.

NC – Finding things out. QCA 1e 2c 3c 4d 5d

## Workshop

Handling Information; what it is, why do we use it, skills developed

## Workshop practical

2count, 2graph, Starting graph, Excel, Number Magic

- Develop an understanding and knowledge of simple graphing and single entry data handling programs and consider their use in the Early Years setting and Primary classroom
- Explore ways to teach using spreadsheets
- Develop an understanding and knowledge of spreadsheets and explore ways in which it can be used in the classroom
- Explore way in which children can use spreadsheets to learn.

## Plenary:

Practical issues related to introducing and developing activities in the Classroom

# Session Eight

## Learning Purposes:

- To become familiar with a variety of information sources, eg. databases and the Internet.
- Explore the way that information sources can be used to support teaching and learning in the classroom and early years setting
- To investigate the opportunities presented to the Foundation stage by multimedia resources
- To develop an understanding and knowledge of databases and investigate the opportunities presented by different information sources

## Curriculum and Standard links

EYFS –Problem solving, reasoning and numeracy.

NC – Finding things out.

QCA 1e 2c 3c 4d 5d

## Workshop intro

Branching databases, Databases,

## Workshop practical

WWW resources, Information Magic, 2question, Decisions

- Explore sources of information, Internet and consider appropriate use in the classroom.
- Develop an understanding and knowledge of databases and explore ways in which it can be used in the classroom
- Consider branching tree databases

## Plenary:

Practical issues related to introducing and developing activities in the Classroom

# READING LIST FOR ICT

## CORE TEXTS

- **Hall, D [2010} the ICT handbook for primary teachers (A guide for students and professionals) Pub Fulton**
- **Wheeler, Steve [2005] "Transforming Primary ICT" Pub Learning Matters**
- **Sharp, J., Potter, J., Allen, J. and Loveless, A. (2007) *Primary ICT: Knowledge, Understanding and Practice Exeter: Learning Matters***
- **Siraj-Blatchford J and Siraj and Blatchford I (2006) A guide to Developing the ICT curriculum for early childhood education. Trentham Books**

## GENERAL BOOKS ON ICT IN EARLY YEARS AND PRIMARY EDUCATION:

- Ager, Richard [2003] "Information and Communications Technology in Primary Schools" (Children or Computers in Control?) Pub. David Fulton
- Lachs, V. (2000) Making Multimedia in the Classroom RoutledgeFalmer
- Leask, M. & Meadows, J. 2000 (Eds) Teaching and Learning with ICT in the Primary School Routledge
- Straker, A., & Govier, H. (1997) Children Using Computers Nash Pollock
- Smith, H. (1999) Opportunities for ICT in the Primary School Trentham Books
- Loveless & V. Ellis (Eds). (2001) ICT, pedagogy and the curriculum: subject to change. London, Routledge
- Basford, J, Poulter, T (2003) Using ICT in the Foundation Stage, Learning Matters
- Dr Lyn Dawes *Thinking about Effective Computer Software, On-line Content and Games for Teaching and Learning*
- Hayes M and Whitebread, D.(ED) (2006) ICT n the Early Years Open University Press
- Potter, J. (2002) *PGCE Professional Workbook: Primary ICT* Learning Matters
- Siraj-Blatchford, J and Whitebread, D (2003) *Supporting ICT in the Early Years* Milton Keynes:Open University Press
- Difty J (2006) Extending Knowledge in Practice Primary ICT Learning Matters
- Williams J and Easingwood N, (2007) Primary ICT and Foundation Subjects Continuum
- Grey D (2001) The internet in school Continuum
- Barber D, Cooper L and Meeson G ((2007) Learning and Teaching with Interactive Whiteboard.
- Harriet Price (ED) (2009) The Really Useful Bok of ICT in Early Years Routledge
- Gray S (2006) ICT Aspect of Knowledge and Understanding of the World Scholastic

## SUBJECT BOOKS ON ICT IN PRIMARY EDUCATION

- Way, J and Beardon, T (2003) ICT and Primary Mathematics Milton Keynes: Open Uiversity Press
- Monteith, M (2002) Teaching Primary Literacy with ICT Milton Keynes:Open University Press

- Eastingwood, N and Williams, J (2003) ICT and Primary Science London: Routledge Falmer
- Briggs M and Briggs M (2004) Using ICT in Primary Mathematics Teaching Learning Matters
- Bennett R (2002) Using ICT in Primary English Teaching Learning Matters
- Bryne Jenny and Sharp J (2002) Using ICT in Primary Science Teaching Learning Matters.
- Jarvis G (2003) Using ICT in Primary Humanities Teaching Learning Matters.

### **Practical Classroom Resources**

- Crompton, Rob and Mann, Phillip [1998] "Information Technology" (Curriculum Bank – Key Stage One) Pub. Scholastic
- Crompton, Rob and Mann, Phillip [1998] "Information Technology" (Curriculum Bank – Key Stage Two) Pub. Scholastic

### **Journals and Magazines**

- Interactive, (Questions Publishing Company)
- TES – Computers in Education
- EC&T – Educational Computing and Technology

### **Official Publications**

- DfES/QCA [2000] The National Curriculum – Information Communication Technology
- DFES ITTNC for the use of ICT in Subject Teaching.

### **Websites**

- BECTA (British Educational Communications and Technology Agency) - <http://www.becta.org.uk/>
- NAACE (National Association of Advisors for Computers in Education) - <http://www.naace.org/>
- Inclusive Technology - <http://www.inclusive.co.uk/>
- VTC (Virtual Teacher Centre) - <http://vtc.ngfl.gov.uk/>
- Mape (Micros and Primary Education - Primary Branch of NAACE) <http://www.mape.org.uk/>
- Teacher Net - <http://www.teachernet.gov.uk/>

**WEBLEARN :** Useful resources and web addresses.

# School-based Activities

You need to carry out some school based tasks for your assignment.

Evidence for these can be in the form of

- pupils work and assessment records
- printouts
- lesson plans
- photographs
- web pages

The activities that you undertake in school are extremely important. Becoming a competent user of ICT for your own use is one thing, working with children using ICT including computers is quite another. Many of you will find yourselves in schools where the resources are magnificent and there is a helpful and knowledgeable ICT co-ordinator to advise you. There has been a substantial amount of funding for computers and training in schools in the last 10 years and the culture is changing for the better. However, a handful of schools still fail to address the issues and still fail to provide the entitlement that their children should have ICT is worth stating that it is unlikely that both of your placement schools will have poor ICT provision and teaching.

- Report on use of school ICT in your BP1 School. A Performa is supplied below
- Observation of a small group undertaking ICT activity. A Performa is supplied below

**Report on School ICT Facilities**  
***(Include this in your assignment as an appendix)***

***On day visit***

**Whiteboard**

What type of whiteboard does the school have?	
Where are they situated?	
How are they used?	

***During Block Practice One***

**Hardware**

Computers (classroom and pc suite if appropriate)	
Peripherals, e.g, Scanners, digital cameras, interactive whiteboard, etc.	
Other ICT (programmable/remote control toys, CD/DVD players, electronic role play toys, etc.)	
Technical support	

**Software**

What is available on hard drive?	
Multimedia CDs?	
What are the most commonly used applications?	

**Curriculum use**

Teaching ICT skills	
Supporting other subjects	
Planning and Recording	

## Observe an ICT lesson.

*(Include session plan and any print outs in the appendix)*

This will help with task two of the assignment. Report on an ICT lesson you observe. This could be for a small group or a whole class.

What were the learning objectives?	
What did the activity involve?	
How did ICT support the teaching?	
How did ICT enhance children's learning?	

### Reflection

Discuss this observation with regard to the reading and research you have carried out during the course.