PDST
Professional Development
Service for Teachers | An tSeirbhís um Fhorbairt
Ghairmiúil do Mhúinteoirí

An Roinn Oideachais
Department of Education

LCA English and Communications

Day 3

Session 1

Tips for Meeting Attendees

Please be aware that the PDST does not give permission for this CPD to be recorded and screenshots cannot be taken.

Mute your microphone When not speaking

Position your camera properly

Turn off device notifications

Work together and Collaborate

The PDST Support Service

What we are not

Evaluators

Policy makers

Curriculum developers

What we are

Teachers and school leaders

Teacher Educators

Facilitators/Enablers

Purveyors of lifelong learning

Overview of the Seminar

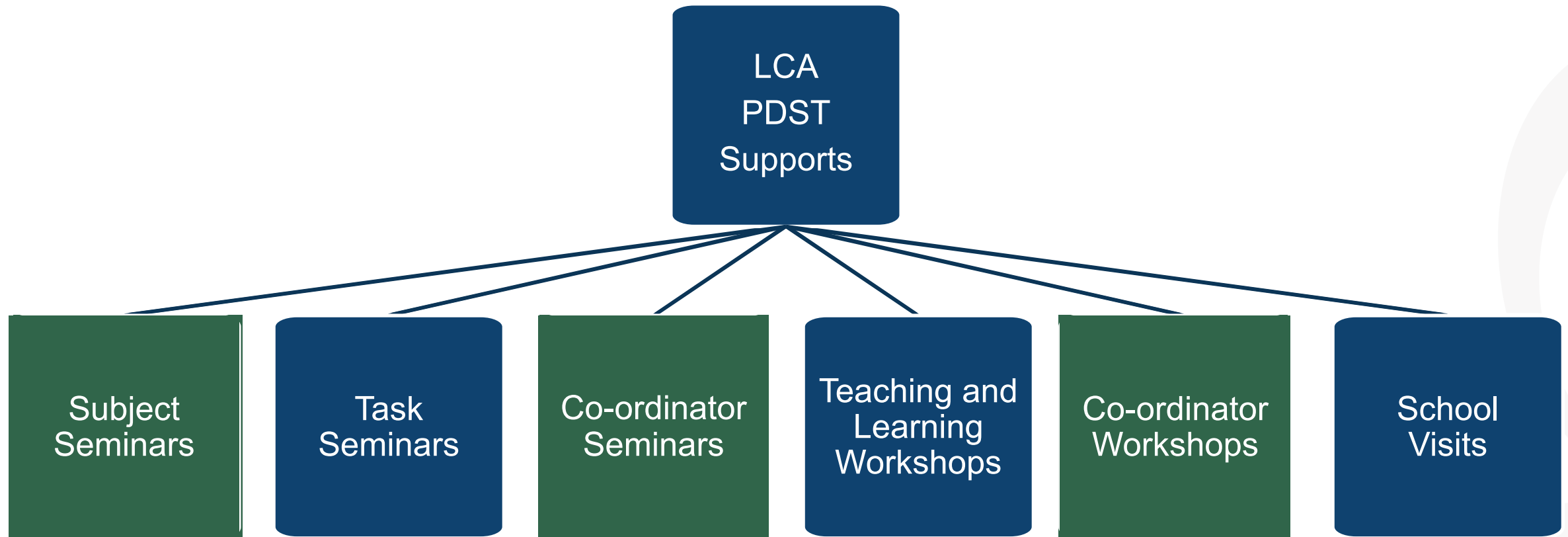| Session 1	Review of Leaving Certificate Applied Year 1 Session 1 Introduction to Module 2: Communication and the digital world Multimodal texts and Universal Design for Learning (UDL)
Session 2	Digital literacy Critically appraising digital texts and researching a topic online Teaching, learning and planning approaches for Module 2
Session 3	Broadened horizons to a global scale Explored the concept of digital citizenship Focused on enquiry-led research

Key Messages

Subjects in LCA are inherently transdisciplinary, authentic and relevant to the current and future needs of all students

LCA subjects support the use of a wide range of inclusive, differentiated, experiential teaching and learning approaches
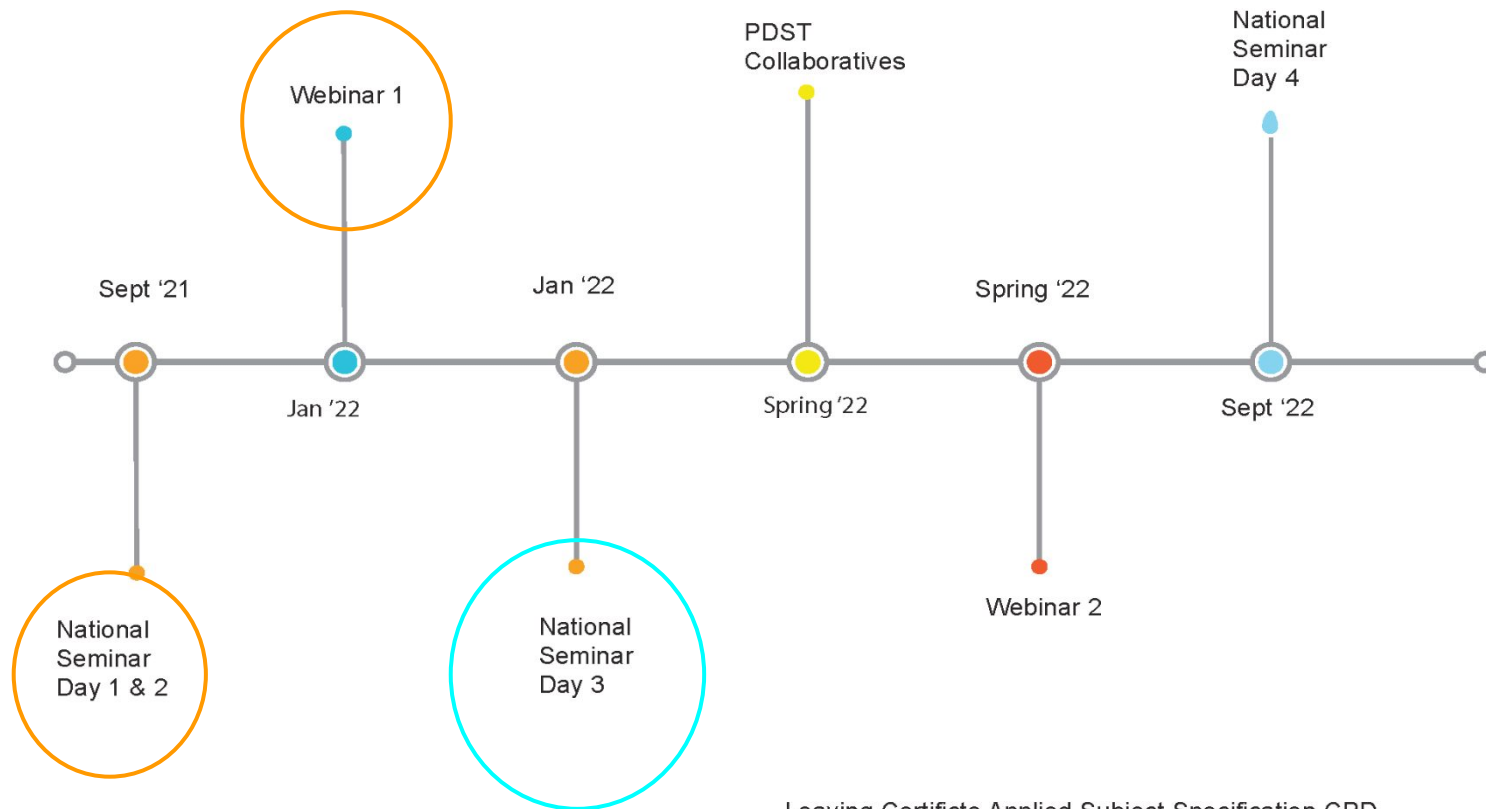
The LCA English and Communications module descriptor supports the critical appraisal of online sources, the understanding of digital rights and effective and creative online communication

Universal Design for Learning (UDL) aims to cater for the diversity of learners in our LCA classrooms by removing barriers to learning thus improving the educational experience of all students.

Session 1

By the end of this session participants will have:

Gained an understanding of the timeline, scope and suite of supports provided by the PDST

Collaborated to share experiences, resources and best practice, for the purposes of teaching Leaving Certificate Applied English and Communications

Been introduced to module 2 'Communication and the digital world' and the associated units and learning outcomes

Explored planning for inclusion through the framework of Universal Design for Learning

What are your values and vison for high quality teaching and learning in your LCA English and Communications classroom?

M Mentimeter

Encourage deeper thought

Positive atmosphere where they feel comfortable to share their opinions

Students need to enjoy what they are learning

The LCA Programme has real value

Positive culture in the school and classroom

Achievement

Differentiation and inclusiveness

Up to date resources

Use outside school links to enhance interest
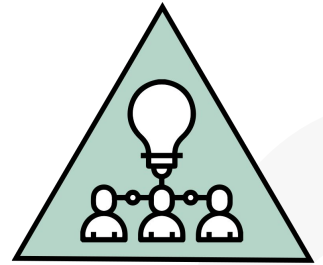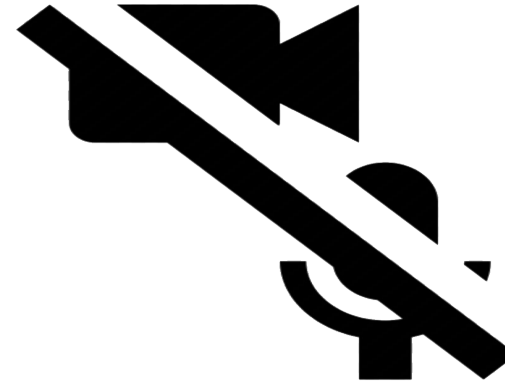
Ethos of mutual respect

Press **ENTER** to pause scroll
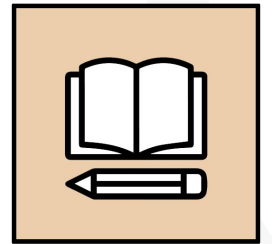
46

In your LCA English and Communications classroom

What has worked well for you?

What was the main challenge?
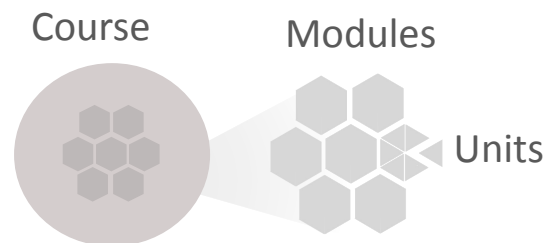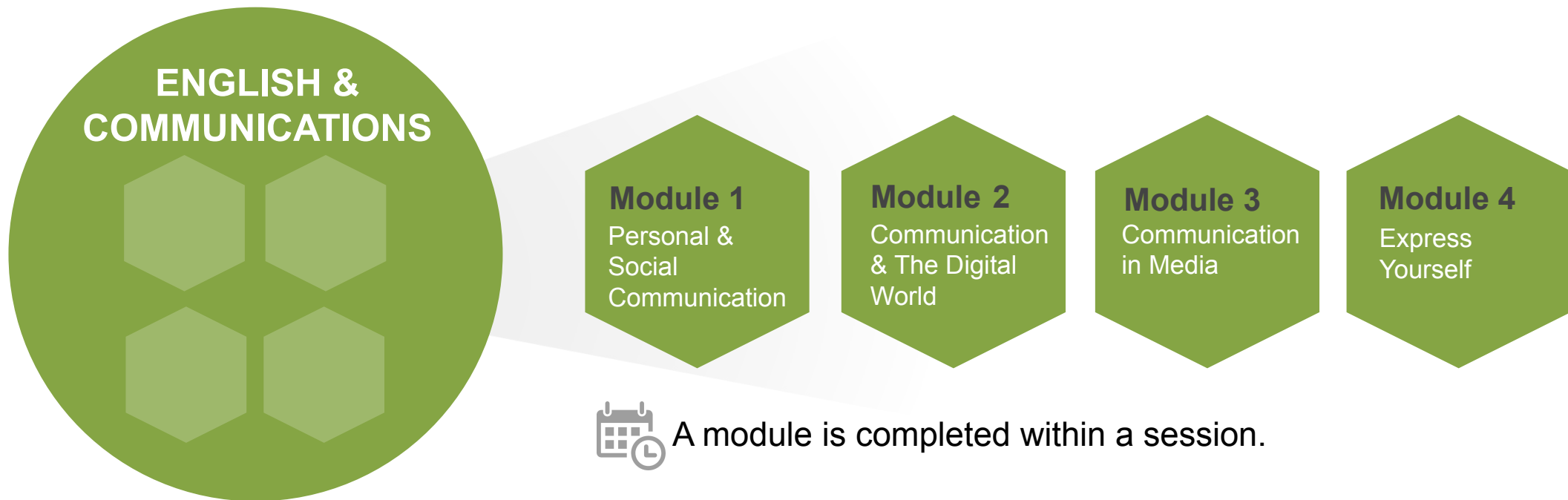
What would you do differently?

ACTIVITY

WORKBOOK

Modules in LCA English and Communications

There are **four** modules to be completed sequentially in English and Communications in the Leaving Certificate Applied programme

ENGLISH & COMMUNICATIONS

Module 1
Personal & Social Communication

Module 2
Communication & The Digital World

Module 3
Communication in Media

Module 4
Express Yourself

A module is completed within a session.

Course

Modules

Units

English and Communications descriptor pg 11

Module 2 Communication and the digital world

Units

Unit 1 Digital Identity

Unit 2 Digital Safety

Unit 3 Digital Citizenship and Global Communication

Module

Units

ACTIVITY

English

Leavin

Revised 2021

21st-Century Skills

Foundational Literacies
How students apply core skills to everyday tasks

- A B C D E 1. Literacy
- 1 2 3 4 5 6 2. Numeracy
- 3. Scientific literacy
- 4. ICT literacy
- 5. Financial literacy
- 6. Cultural and civic literacy

Competencies
How students approach complex challenges

- 7. Critical thinking/ problem-solving
- 8. Creativity
- 9. Communication
- 10. Collaboration

Character Qualities
How students approach their changing environment

- 11. Curiosity
- 12. Initiative
- 13. Persistence/ grit
- 14. Adaptability
- 15. Leadership
- 16. Social and cultural awareness

ations

e

ons module

ills?

Why are these communications skills important ?

Courtesy of https://www.flickr.com/photos/23093930@N04/9041304193

Transdisciplinary nature of revised module descriptors

ICT Specialism
Creating and editing

ICT Intro
Introduction to the graphical presentation of data

English and Communications

Module 2 Communication and the digital world

Mathematical Applications
Mathematics and the world around me

ICT Specialism
Basic presentation skills

Other?
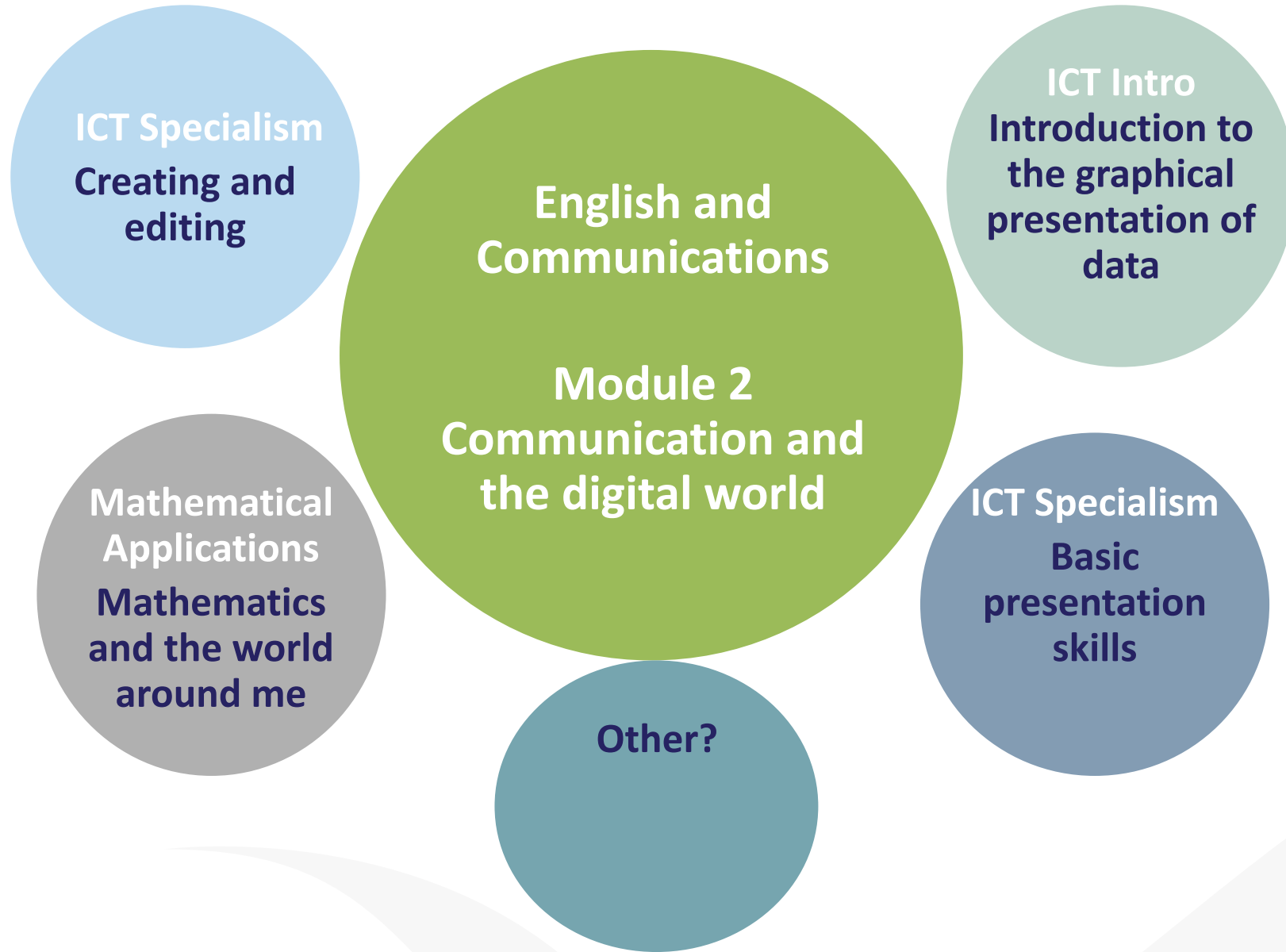
Module 2 Unit LO 3.3 Understand, comprehend and analyse multimodal texts

Movies Infographics
Booklets Sketchnoting Books
Emails Vodcasts Advertisements Newscasts
Book trailers Animation Images with annotation Comics
Brochures Broadcasts Visual Notetaking Tutorial Guides
Mindmap Presentations Typedrawing Text Messages
ebooks Diagrams Cards Screencasts
Letters Posters Blogging
Videos

'Multimodal texts include the combination of a variety of forms of communication such as print text, digital text, visual images, audio (eg. a performance or event) and spoken word.'
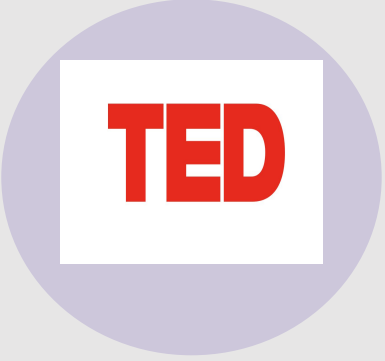
Pg. 38 LCA English and Communications module descriptor

Key assignments can be multimodal
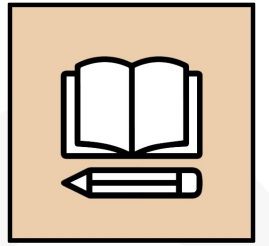
Students working with multimodal texts

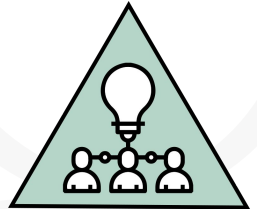

PowToon

Powtoon

TED

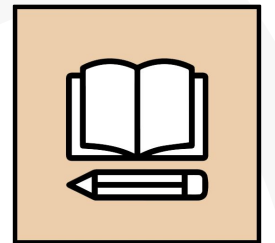Ted Talk

NSW GOVERNMENT

Interactive Activity

WORKBOOK

Breakout Room

ACTIVITY

Planning for inclusion of all learners

The Principles of Universal Design for Learning

Areas of further support

webwise

PDST Digital Learning

Digital Citizen Handbook

PDST Digital Technologies Youtube

Teachercpd.ie

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Leaving Certificate Applied
Ardteistiméireacht Fheidhmeach

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Day 3

Session 2

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By the end of this session participants will have:

Examined strategies to help students develop the skills of evaluation and research

Explored teaching, learning and planning approaches for module 2

Engaged with an integrated language approach in LCA English and Communications
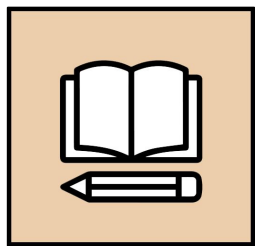
Collaborated with others to explore the concepts of digital literacy, digital identity and digital safety.

Literacy and the digital world

'Literacy includes the capacity to read, understand and critically appreciate various forms of communication including, spoken language, printed text, broadcast media and digital media.'
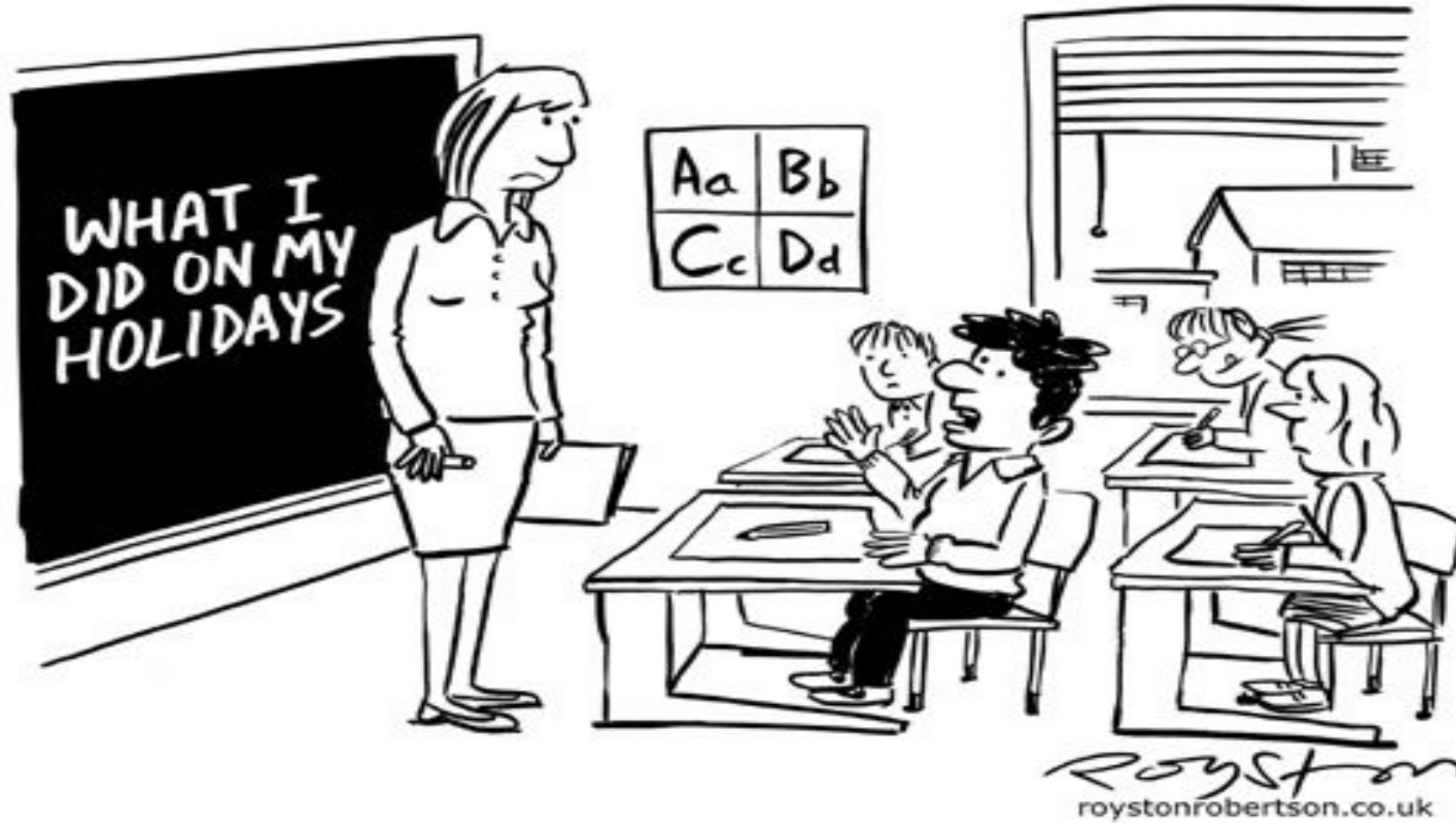
National Strategy: Literacy & Numeracy for Learning and Life 2011-2020 **(2017, p 12)**
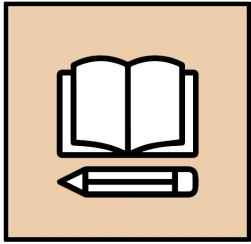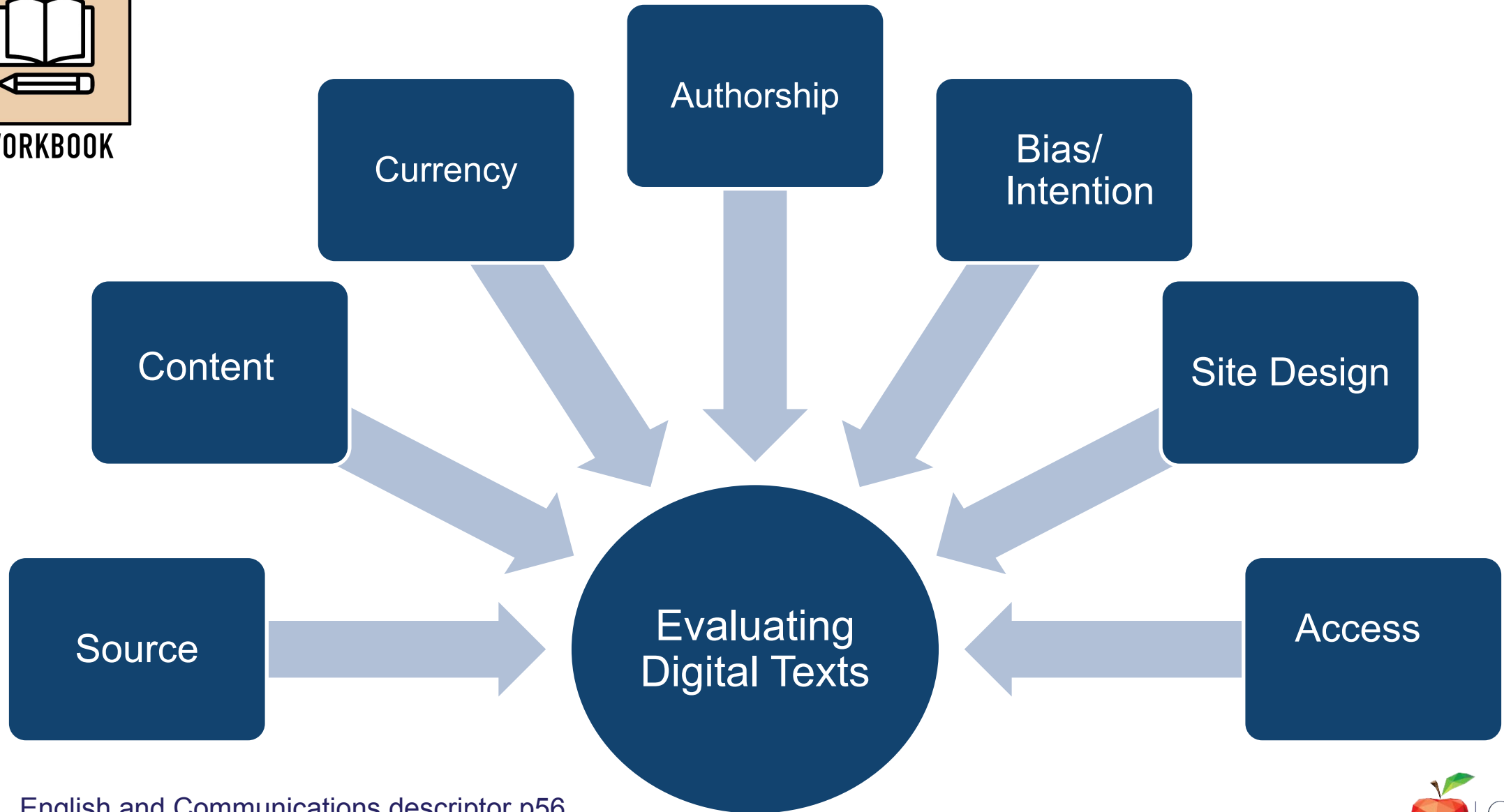

Digital literacy

WORKBOOK

"Can't I just email you a link to my blog, Miss?"

WORKBOOK

Authorship

Currency

Content

Bias/ Intention

Site Design

Source

Evaluating Digital Texts

Access

English and Communications descriptor p56

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Learning outcome 3:

Identify bias in digital texts

Learning outcome 4:

Research a topic online and employ criteria for analysing digital texts, such as authenticity, authorship, bias, objectivity, accuracy and purpose

Key Assignment 1

Research a subject of interest to you and using a template, analyse the websites consulted.

English and Communications

Leaving Certificate Applied

Revised 2020

Breakout Room

PDST
pdst.ie

EVALUATING WEBSITES

CURRENCY

What is the website publication date?

When was it last updated?

Is it still current/relevant?

How recent do I need the information to be for my inquiry?

Are any of the links out of date/broken?

Is the site easy to navigate?

RELIABILITY

Is the website hosted by a reputable source?

What kind of information is included?

How complete is the information?

Is there data, sources, graphs, charts, quotations to back up any claims?

Are there references for the information provided ?

LCA
Leaving Certificate Applied
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Supporting students in developing research skills
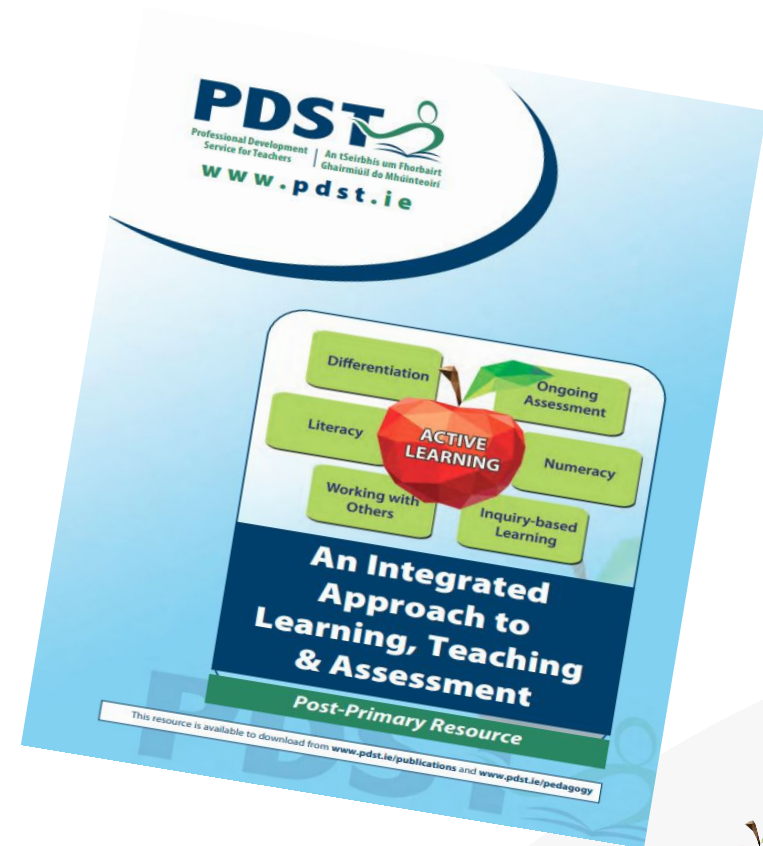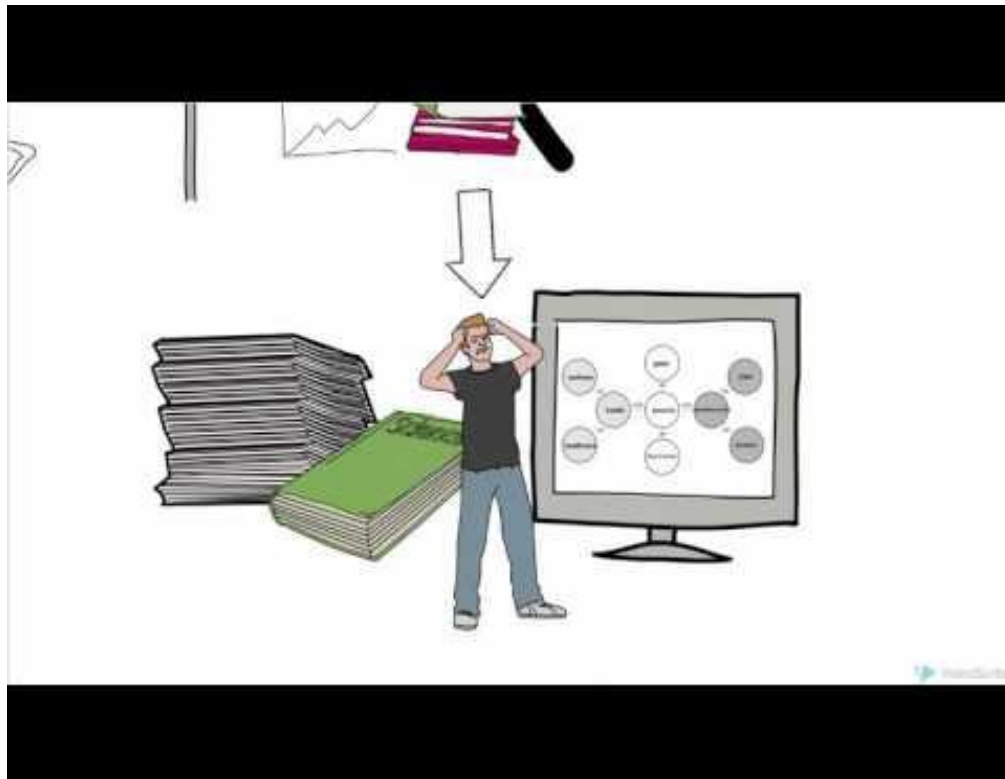
search versus research

Using an integrated language approach

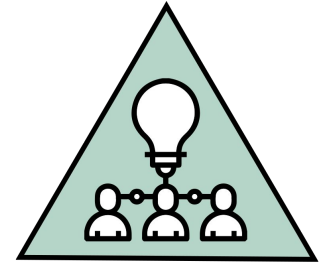**Oral Language**   **Reading**   **Writing**

Communicating as a listener, speaker, reader, writer
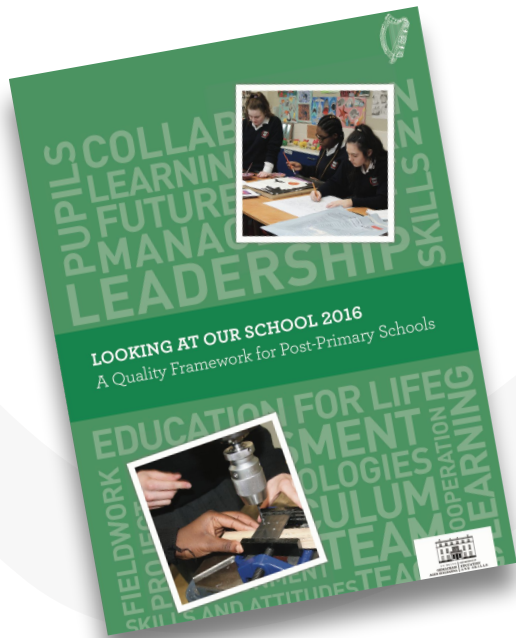
Exploring and using language

Understanding the content and structure of language

Methodologies to support the learning outcomes in units 1 & 2

ACTIVITY

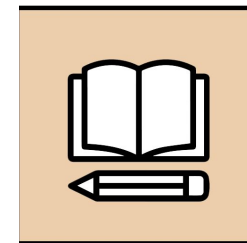Domain 3 Teachers' Individual Practice

The teacher selects and uses teaching approaches appropriate to the learning intentions and students learning needs

Domain 2 Learner Experiences

Students engage purposefully in meaningful learning activities

Breakout Room

WORKBOOK

CAROUSEL

Session 2

By the end of this session participants will have:

Examined strategies to help students develop the skills of evaluation and research

Explored teaching, learning and planning approaches for module 2

Engaged with an integrated language approach in LCA English and Communications

Collaborated with others to explore the concepts of digital literacy, digital identity and digital safety.

LCA English and Communications

Day 3

Session 3

The day so far

What would we like to know more about?

Mentimeter

Bias in digital texts	Cyberbullying	ethical responsibilities
Carousel Brainstormingrelevant to the workplace?responsibilities of employees and employers with regard to digital media in the workplacedigital identity and its relevance in today's society - what are we asking? authenticity?	personal digital identity, linking	Digital identity
multimodal		

7

Mentimeter

LCA
Leaving Certificate Applied
Ardteistiméireacht Fheidhmeach

Session 3

By the end of this session participants will have:

Looked at ways of enabling their students to broaden their horizons to a global scale

Explored the concept of digital citizenship in the context of English and Communications

Focused on enquiry-led research

Had an opportunity to plan a unit of learning.

# A digital citizen is someone who…
The experience of senior cycle

'is **able to actively, positively and responsibly** engage in both on and offline communities, whether local, national or global,'

'The vision of senior cycle sees the learner at the centre of the educational experience. That experience will enable students to be resourceful, to be **confident, to participate actively** in society, to build an interest in learning, and to develop an **ability to learn throughout their lives**.'

'competence building is a lifelong process'

COE Digital Citizenship Education Handbook (page 12)

LCA English and Communication Module Descriptor page 6
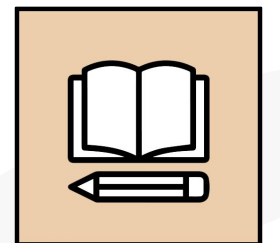
Digital citizenship
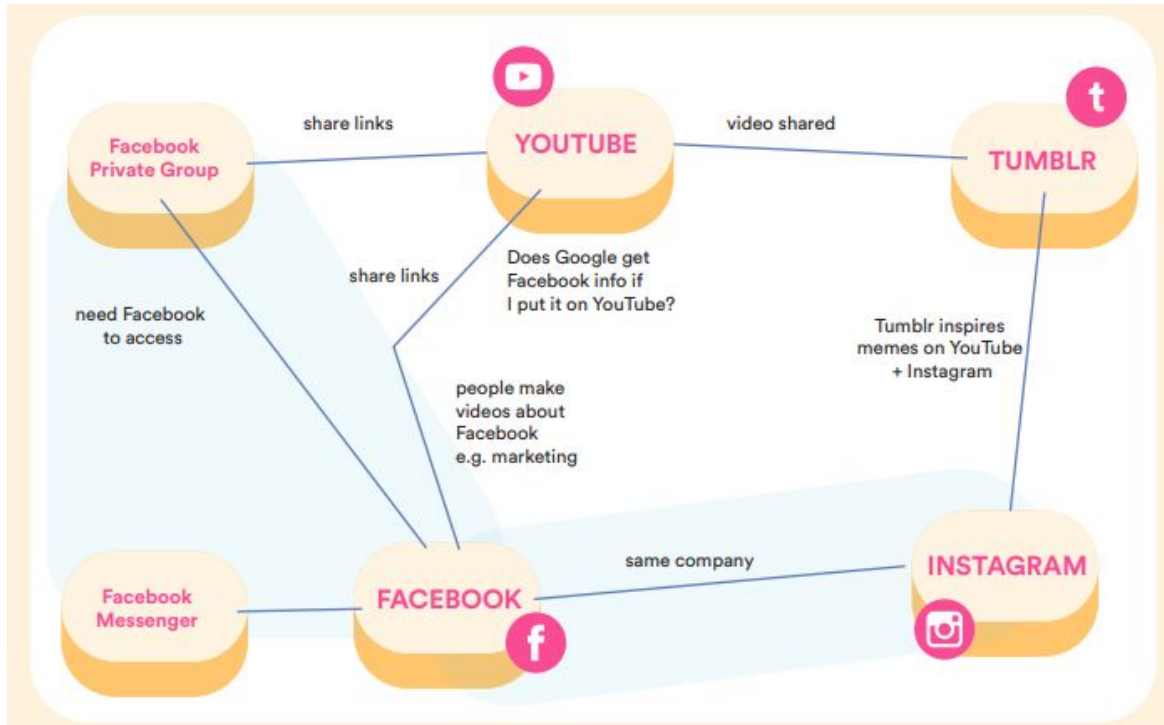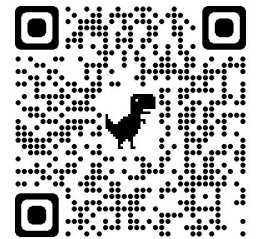

Learning Outcome 3.1

Recognise and reflect upon the personal and ethical responsibilities of being a digital citizen

Step by step guidelines

Individual, group or whole class, activity

Workbook based, multi-modal 'pin and string' or digital mind mapping tools

'Broaden horizons to a global scale...
use mind-mapping exercise to illustrate'
Teacher Guidelines, page 38, module descriptor

Personal and ethical responsibilities of digital citizenship
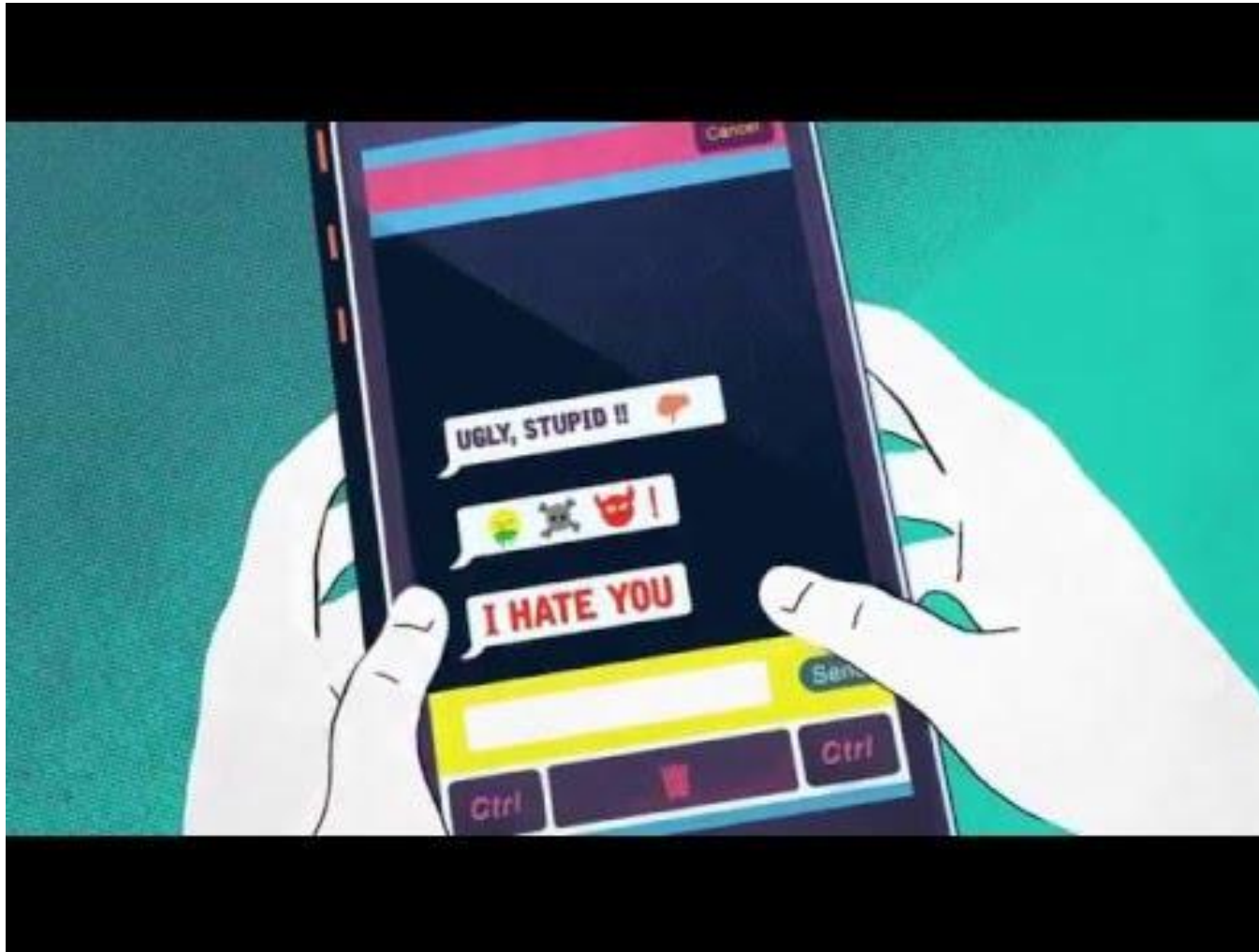
Ignore?
Block?
Report?

Individual, group or whole class, activity

Worksheet, placemat, walking debate

Learning Outcome 3.1 Recognise and reflect on the personal and ethical responsibilities of being a digital citizen

Student reflection

Learning Outcome 1.2
Recognise and critically **reflect** on the responsibilities of employees and employers with regard to digital media in the workplace.

Learning Outcome 3.2
Recognise and **reflect** upon the personal and ethical responsibilities of being a digital citizen.
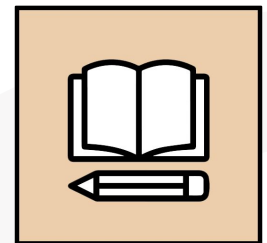
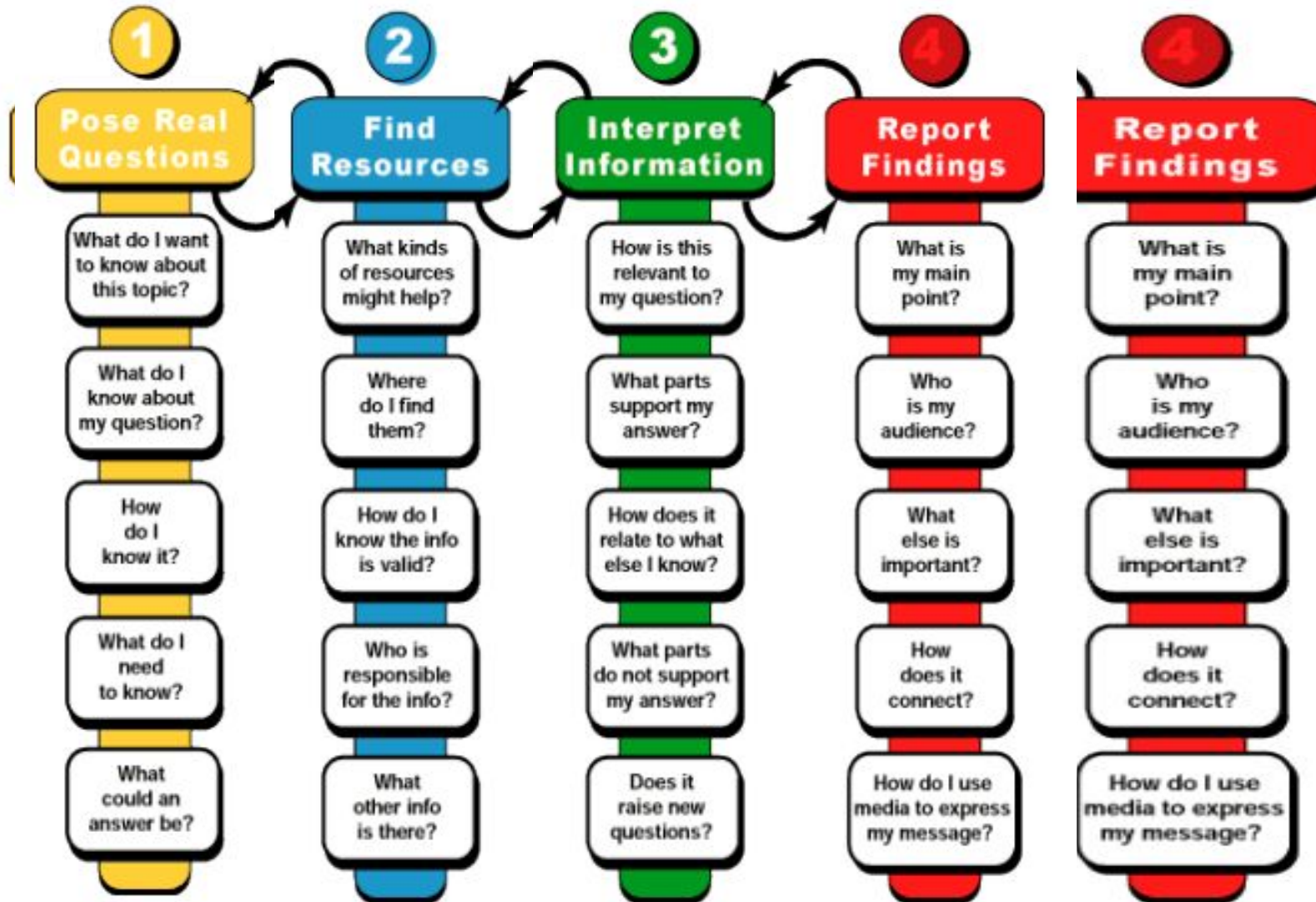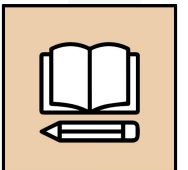**Key Assignment 2.4**
Update the reflective journal with **reflections** on the key points of this module and how your experience in the workplace has influenced your thoughts.

VERBAL

Cooperative Learning Groups
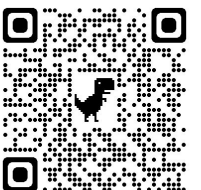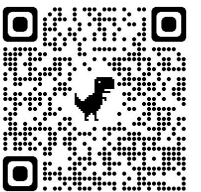
Individual Oral Reflection

VISUAL

Mind Maps

Reflective Drawing

WRITTEN

Learning Logs

Portfolio

How are your students reflecting on their learning and experiences to date?

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Professiona Deve opment | An tSeirbhís um Fhorbairt
Service for Teachers | Ghairmiúi do Mhúinteoiri

Bringing it all together
Enquiry-led research in LCA

WORKBOOK

1 Pose Real Questions

- What do I want to know about this topic?
- What do I know about my question?
- How do I know it?
- What do I need to know?
- What could an answer be?

2 Find Resources

- What kinds of resources might help?
- Where do I find them?
- How do I know the info is valid?
- Who is responsible for the info?
- What other info is there?

3 Interpret Information

- How is this relevant to my question?
- What parts support my answer?
- How does it relate to what else I know?
- What parts do not support my answer?
- Does it raise new questions?

4 Report Findings

- What is my main point?
- Who is my audience?
- What else is important?
- How does it connect?
- How do I use media to express my message?

4 Report Findings

- What is my main point?
- Who is my audience?
- What else is important?
- How does it connect?
- How do I use media to express my message?

37 Key Assignment 2.3 Research a global communication platform using online resources and present your findings

Resources for enquiry-led research

'Inquiry-based learning: An approach to
kids - YouthLearn
http://youthlearn.org/wp-content/uploads/Inquiry_Ba

An Overview of the process

The Inquiry P

© 2016 Education Development Center, Inc

This eleven page guide provides a rational
as it focuses on asking and answering qu
learners formulate the questions themselv
answers. The role of the teacher is to 'g
encourage them to ask new ones'. The
guides and facilitators. As it is constru
learn' as well as the finished product.

Student choice encourages motivati
out individually or in groups and wo
learning environment'. By building
learning it enhances self esteem.

INQUIRY-BASED LEARNING:
AN APPROACH TO EDUCATING AND INSPI

Inquiry-based learning is not a new technique—in fact, it goes back to educ
John Dewey—but it does stand in contrast to the more structured, curricu
work of today's schools.

Asking questions is at the heart of inquiry-based learning. The goal is not
tions, of course, but ones that kids honestly care about. Your role is to g
the answers themselves and encourage them to ask new questions alo

Inquiry-based learning is a style particularly well-suited for out-of-scho
have a freer hand to complement, enhance, and expand on the work
K-12 classes. School-based teachers may not want to go so far as to
the core of their classroom approach. It does, however, offer a powe
projects and lab activities.

This resource explains some of the key principles of inquiry-based
step information on how to create an inquiry-based project.

YouthLearn

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www.pdst.ie

Differentiation

Literacy

ACTIVE LEARNING

Ongoing Assessment

Numeracy

Working with Others

Inquiry-based Learning

An Integrated Approach to Learning, Teaching & Assessment

Post-Primary Resource

This resource is available to download from www.pdst.ie/publications and www.pdst.ie/pedago

QUESTIONS 1

? I want to know:

! I think maybe:

I already know:

⭐ I don't know:

WORKBOOK

38

What learning opportunities does enquiry-led research offer?

English and Communications

Module 2

Unit 1-3

- Guest Speakers
- Group Work Brainstorming, Discussing, Debating
- Researching and Evaluating
- Creating a multimodal text
- Presenting to an audience
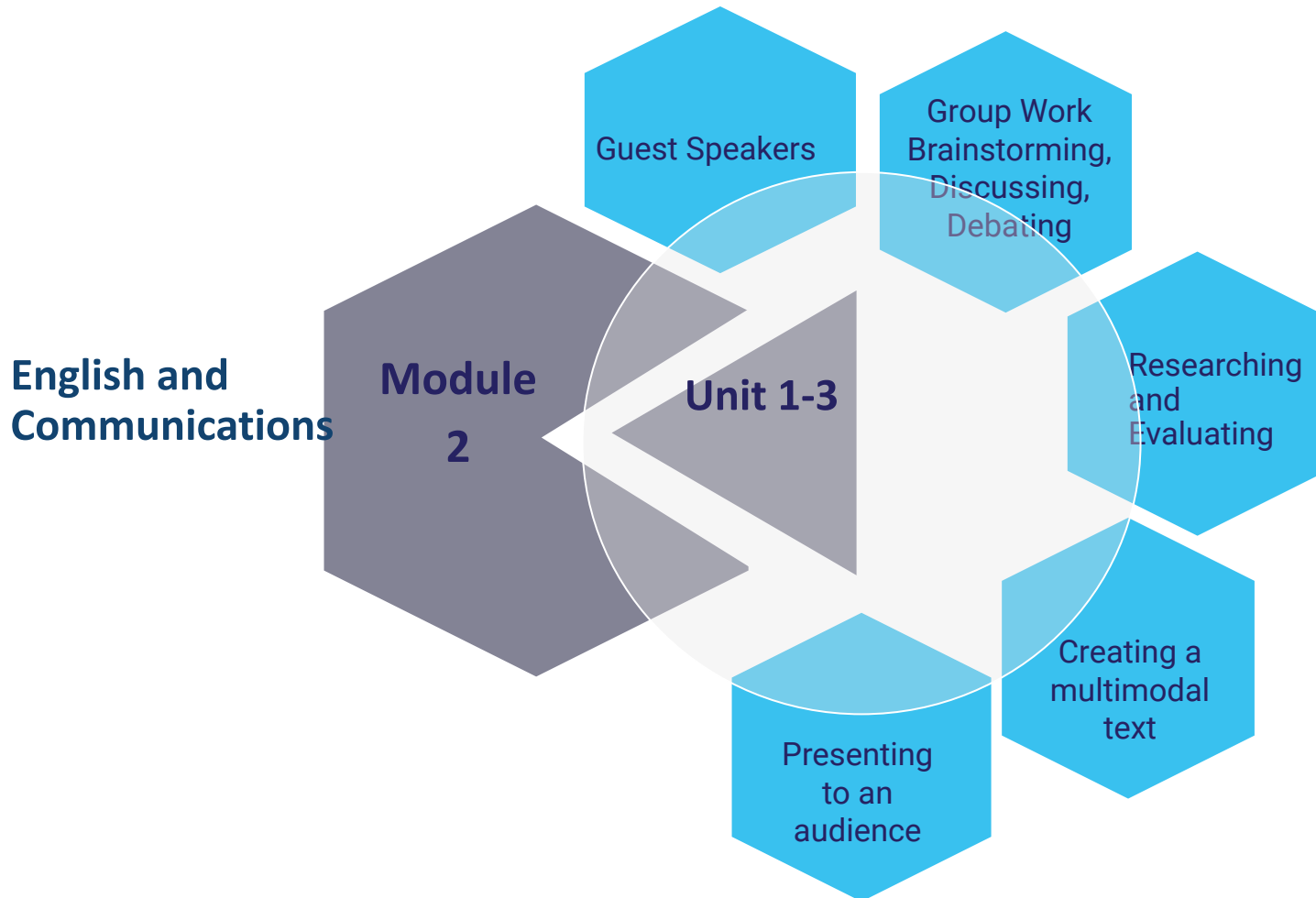
ICT - KA 3: 'Create a promotional document for display that effectively communicates information using a combination of graphics, text and images'

Social Education: 'I contacted an organisation/centre outside school that had information about a contemporary issue and gave a report to my class about what I had found out'.

Others?

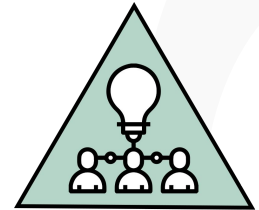What transdisciplinary opportunities does enquiry-led research offer?

Planning a unit of learning

- Working in groups plan a Unit of Learning for Unit 1, 2 or 3

- Focus on teaching and learning methodologies that emphasise collaborative learning
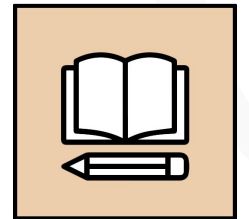
- Keep in mind your 3 LCA students

Planning a unit of work in LCA English and Communications
Prompt Questions

Title of module:	Communication and the Digital World
Title of Unit (Pick 1) :	Unit 1 : Digital identity
	Unit 2 : Digital safety
	Unit 3: Digital citizenship and global communication
Duration of module	What will the duration of your module be?
Aims	"The aim of this module is to extend and refine media skills used by students to communicate. Texting, posting, linking and sharing media are everyday activities for students. The purpose of this module is to explore how to access information online, critically appraise and challenge the validity of sources, understand their rights and responsibilities online and learn how to communicate effectively and creatively online. The skills taught in this module will include reading, writing and oral communication skills in an online setting." (Pg. 35 LCA English and Communications)
Senior Cycle Key Skills	What skills will this module promote and develop? Pg. 15-17 LCA English and Communication module descriptor

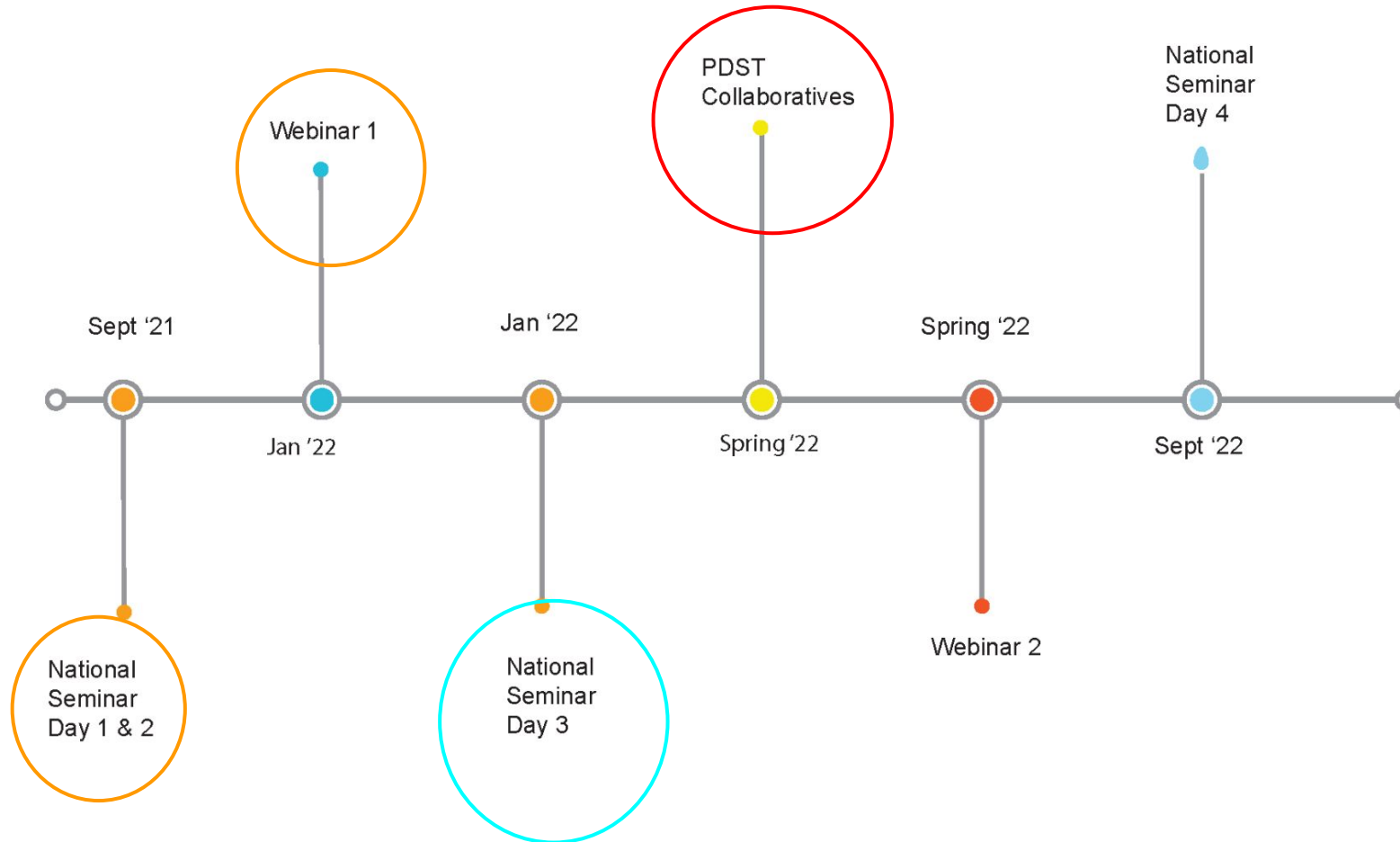Breakout Room

ACTIVITY

WORKBOOK

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CPD for Revised Module Descriptors

Webinar 1

PDST Collaboratives

National Seminar Day 4

Sept '21

Jan '22

Spring '22

Jan '22

Spring '22

Sept '22

National Seminar Day 1 & 2

National Seminar Day 3

Webinar 2

Leaving Certificte Applied Subject Specification CPD

PDST Collaboratives

> ## *None of us is as smart as all of us*
>
> Japanese Proverb

> *In the past quarter century, teaching has made great strides in building professional collaboration. It is now time for this to progress into collaborative professionalism, rooted in inquiry, responsive to feedback and always up for a good argument.*
>
> (Hargreaves & O'Connor, 2008, p. 9)

Learning is:

- Constructive
- Self regulated
- Situated
- Collaborative
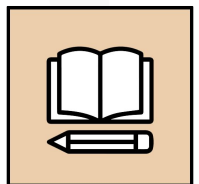
WORKBOOK

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End of Session 3