



An Roinn Oideachais
Department of Education

ICT Session 1 Day 3

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

Session 1

- Review of day one and day two
- Introduction to module 2 'The Presentation of Ideas'
- Designing For All Learners

Session 2

- Transdisciplinary links across the LCA Programme
- Accessible design and presentation in ICT
- Format and design principles for presentations

Session 3

- Recapitulate the key messages from today's seminar
- Plan and develop a unit of work
- Reflection and next steps

Key Messages

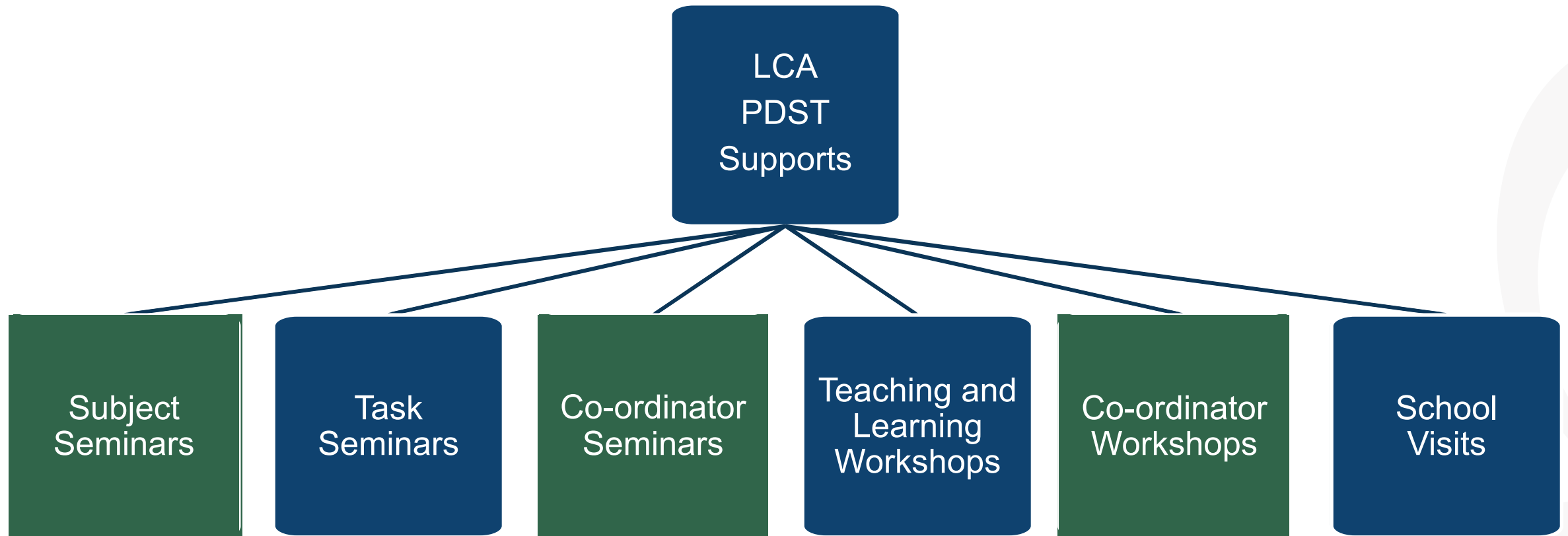
Courses in LCA are inherently transdisciplinary, authentic and relevant to the current and future needs of all students

LCA courses support the use of a wide range of inclusive, differentiated, experiential teaching and learning approaches

ICT applies to real-life contexts developing skills of higher-order reasoning and problem-solving engaging and recruiting students interest in support of their learning

UDL provides a lens through which to review one's teaching practice, to include the needs of all learners.

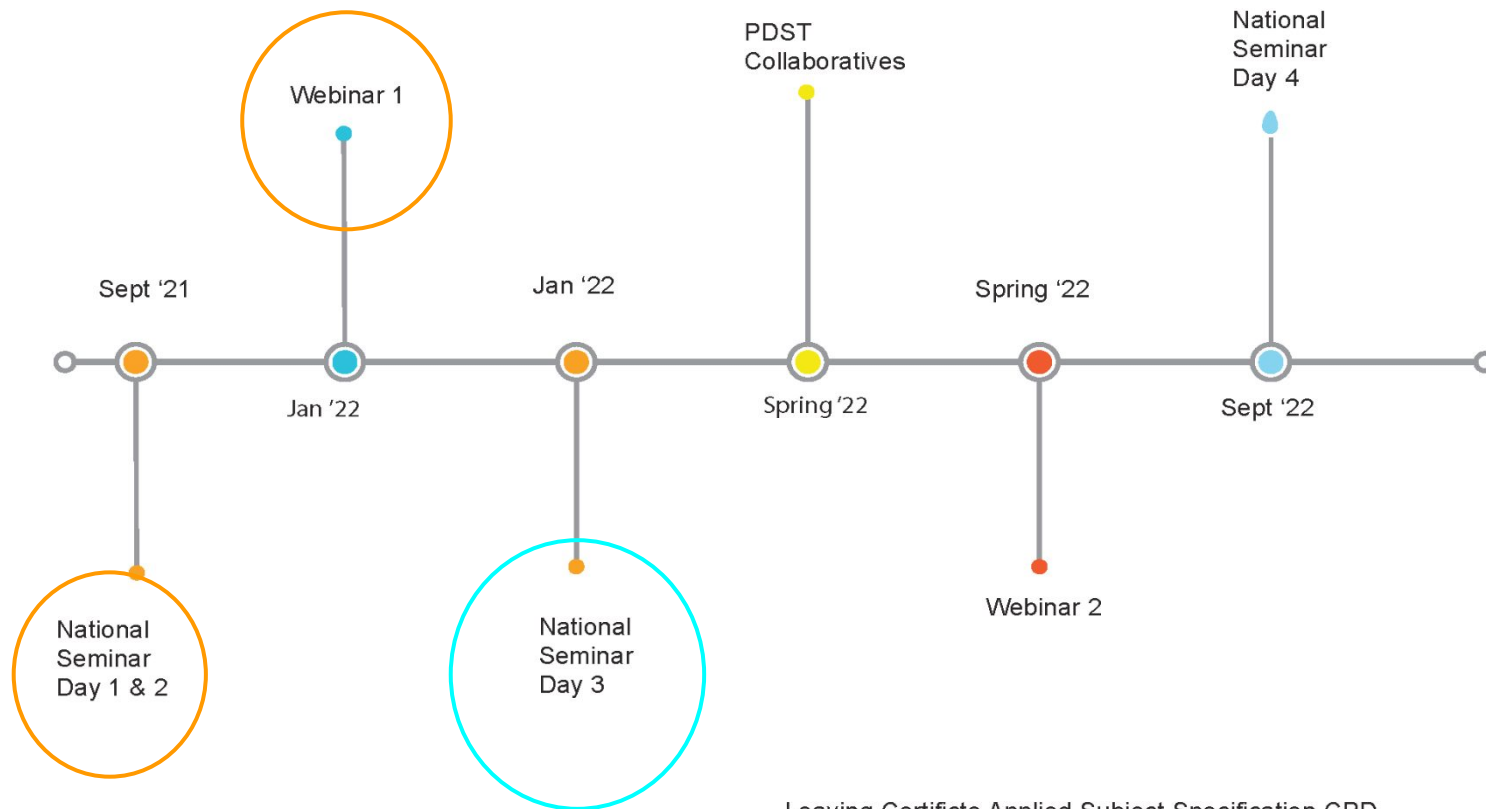
LCA supports provided by PDST



ICT Resources and Supports



CPD for Revised Module Descriptors



Leaving Certificate Applied Subject Specification CPD

Session 1

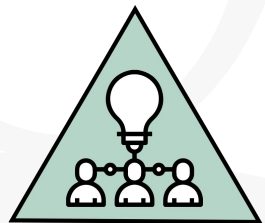
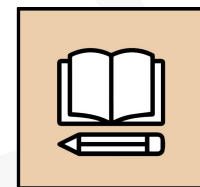
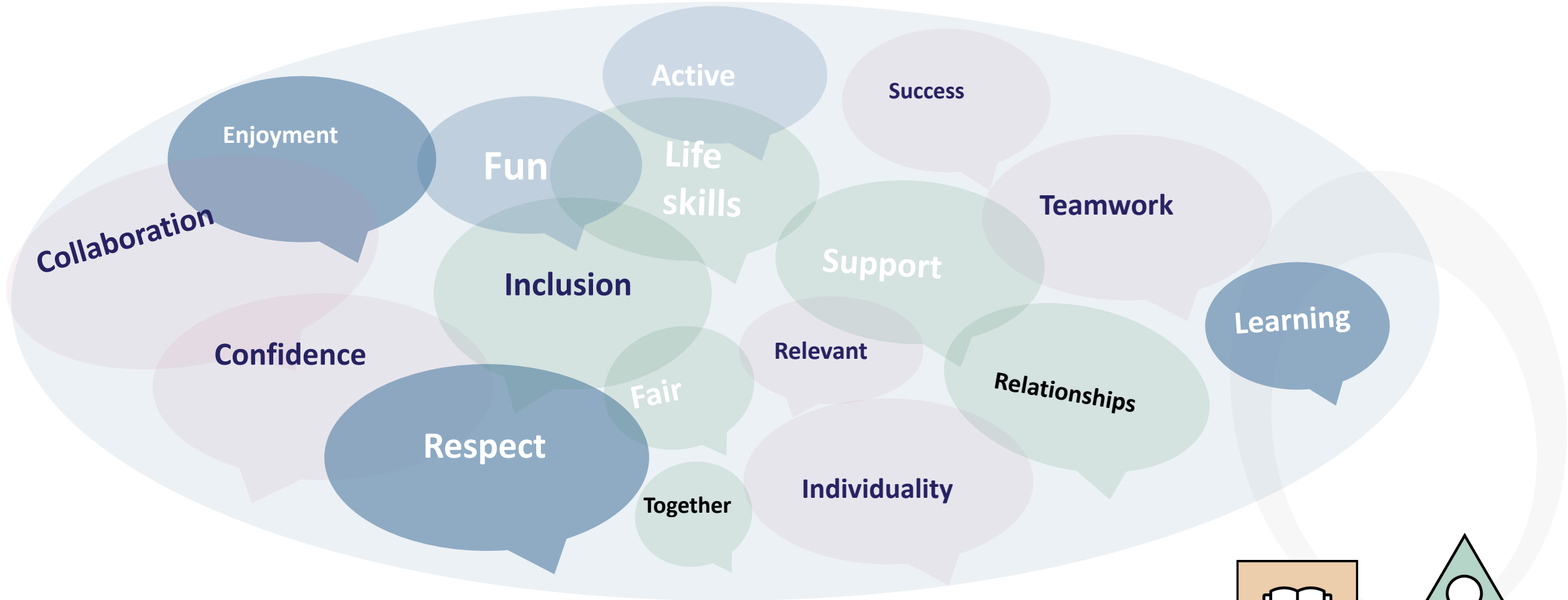
By the end of this session, participants will have:

Reflected on the journey since Day 1 and Day 2

Considered Module 2 ‘The Presentation of Ideas’

Explored an approach to planning for student-centered, inclusive teaching and learning experiences in the LCA classroom.

Values for high-quality teaching, learning and assessment in the LCA classroom . . your responses



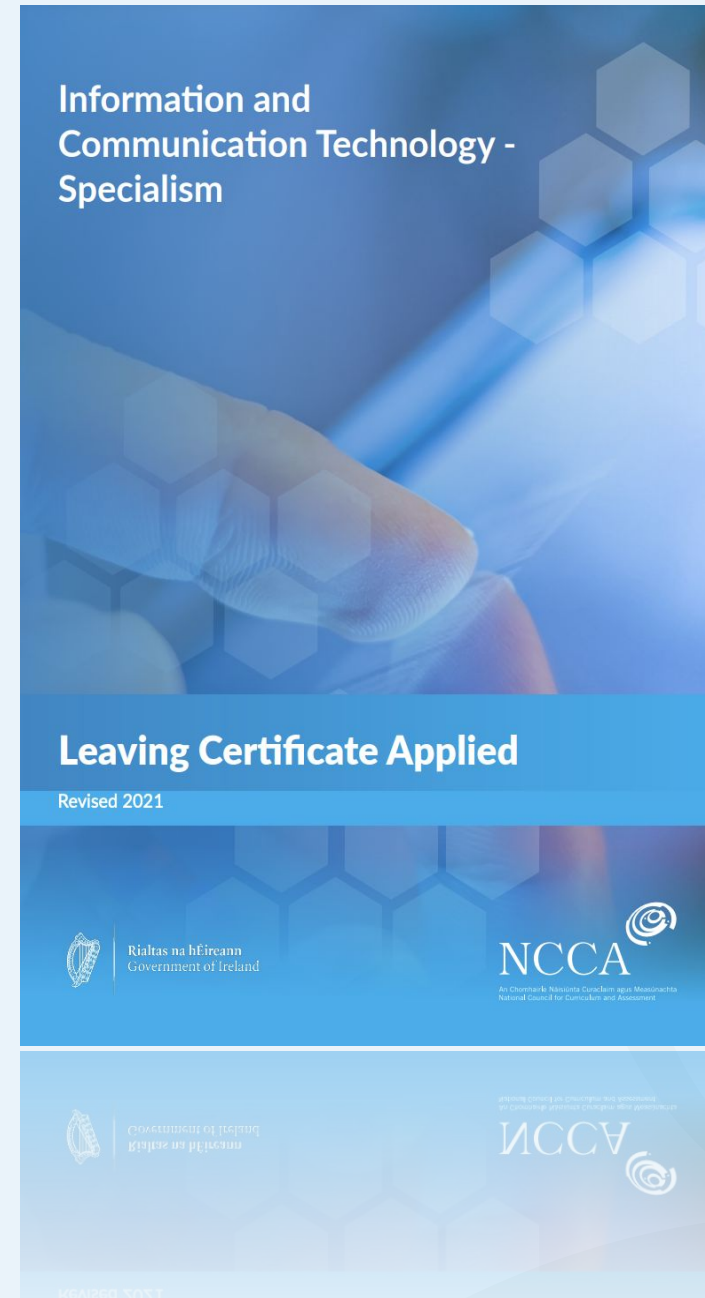
Student-Centered Teaching and Learning in the ICT Module Descriptors

ICT Specialism P.29

Module Two The Presentation of Ideas

UNIT 1: BASIC PRESENTATION SKILLS
The basic presentation skills of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or special principles of universal design



Principles of universal design include: equitable use, flexibility in use, simple and intuitive use, perceptible information, tolerance for error, low physical effort and size and space for approach and use.





Designing For All Learners



Podcast



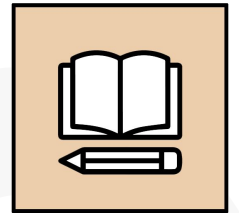
Youtube



Text document



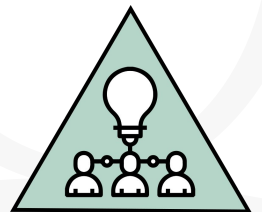
Breakout Room



WORKBOOK



RESEARCH



ACTIVITY

Session 1

By the end of this session, participants will have:

Reflected on the journey since Day 1 and Day 2

Considered Module 2 'The Presentation of Ideas'

Explored an approach to planning for student-centered, inclusive teaching and learning experiences in the LCA classroom.



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ICT Session 2 Day 3

Session 2

By the end of this session, participants will have:

Developed a shared understanding of the Transdisciplinary Nature of the LCA Programme

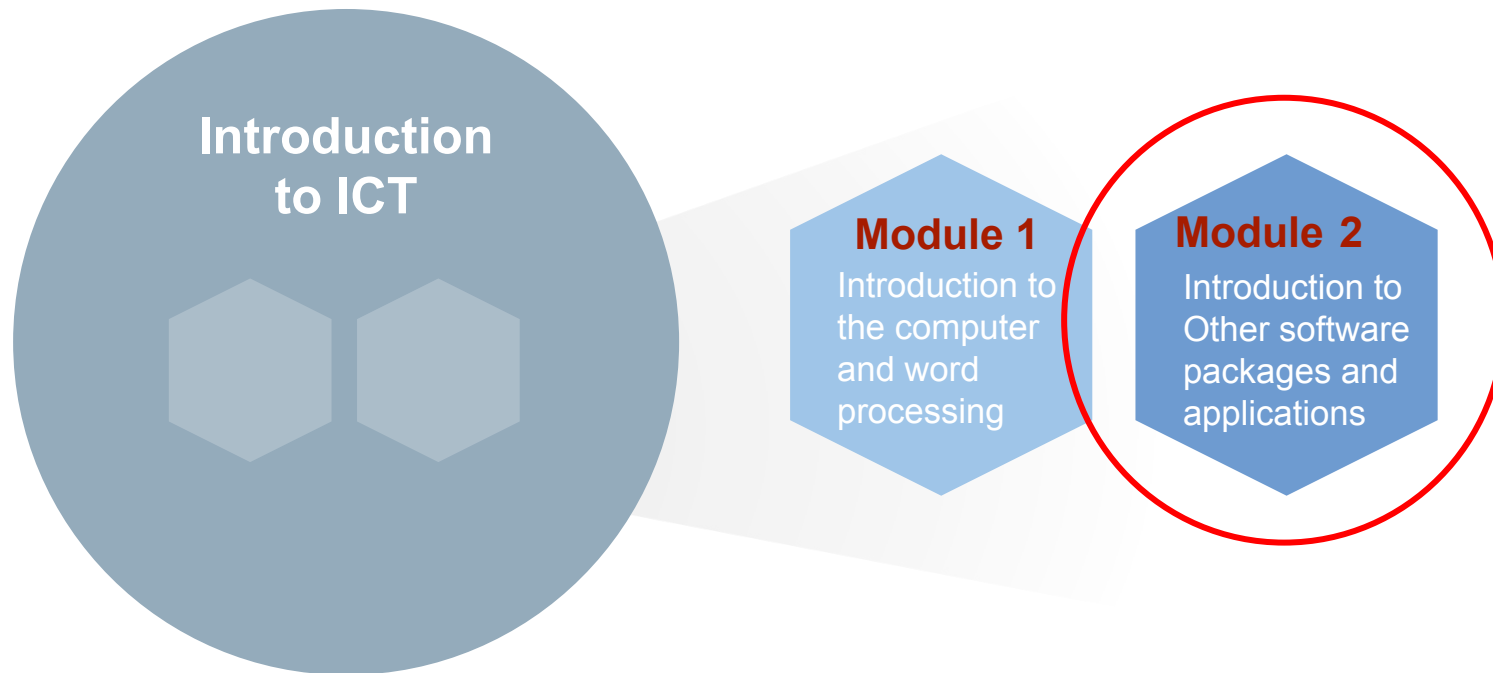
Planned for and applied teaching and learning in the ICT module descriptor

through the lens of UDL

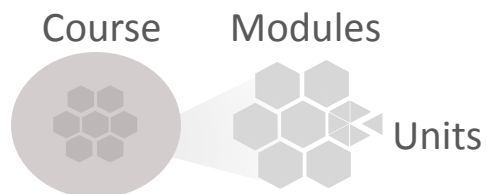
Explored alternative formats for presentation.

Modules in ICT

There are **two** modules to be completed sequentially for the Introduction to ICT in the Leaving Certificate Applied Programme

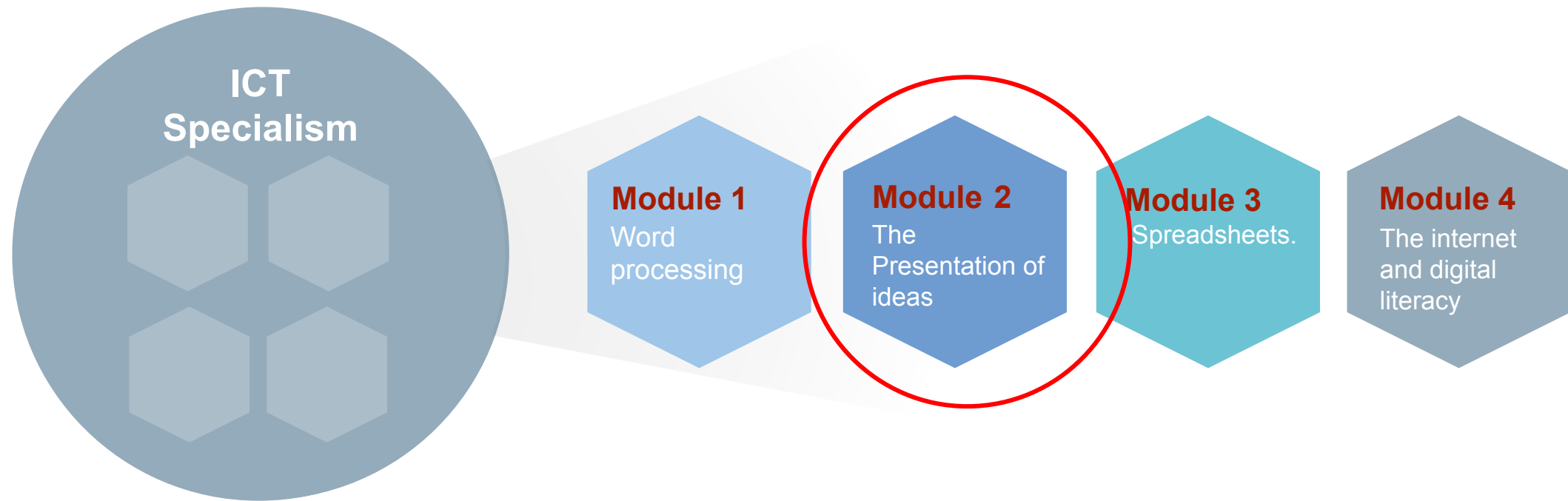


Day 1&2

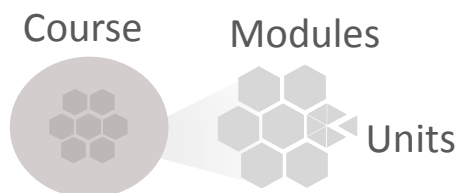


Modules in ICT

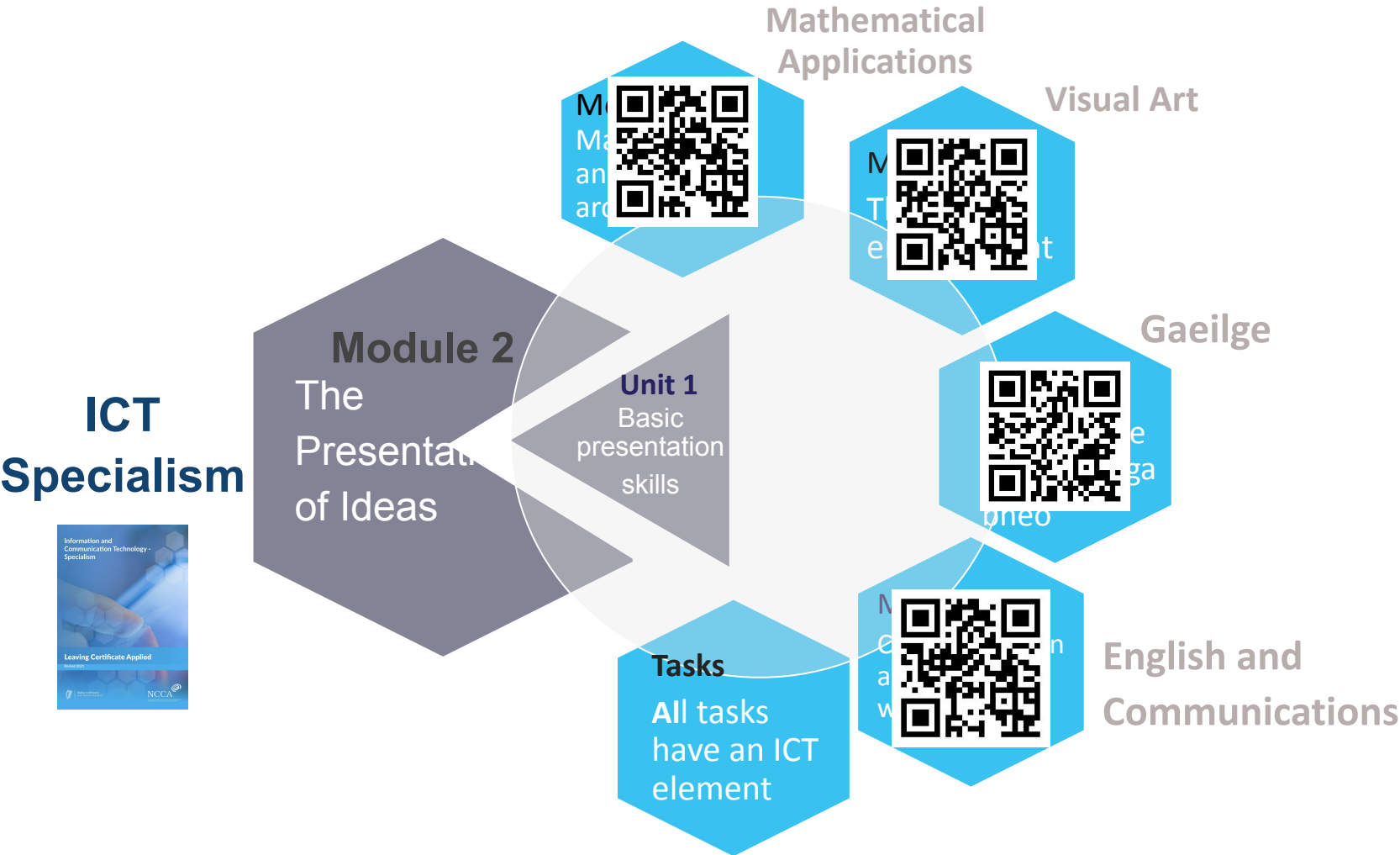
There are **four** modules to be completed sequentially in the ICT Specialism in the Leaving Certificate Applied Programme



A module is usually completed within a session.



Transdisciplinary Nature of the Learning Outcomes



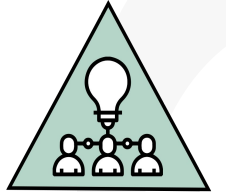
www.curriculumonline.ie/Senior-cycle/LCA/

LO1: Identify design principles in a range of presentation formats or media



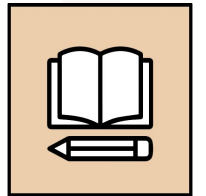
Breakout Room

LO2: Apply those principles to appropriate presentations



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LO3: Analyse and evaluate the purpose, audience and requirements of a presentation in a range of formats and media



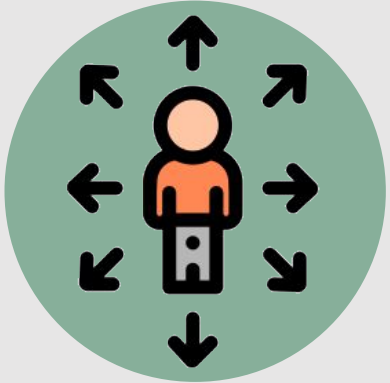
WORKBOOK

LO4: Develop awareness of accessibility features and the principles of universal design



Jamboard

Planning for and Supporting Student Engagement



**Engagement
(Why)**

Recruiting Interest

Sustaining Effort and Persistence

Self-Regulation

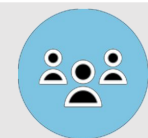
Students are able to choose topics and viewpoints

Assignments have a level of relevance for each student

Collaborative activities are used to help students connect

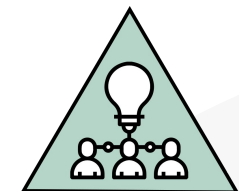
Dr Dan Pezzulo. Clinical Psychologist

Consider three learners in your LCA classroom

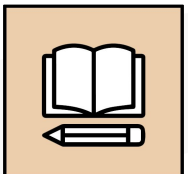


Choice?

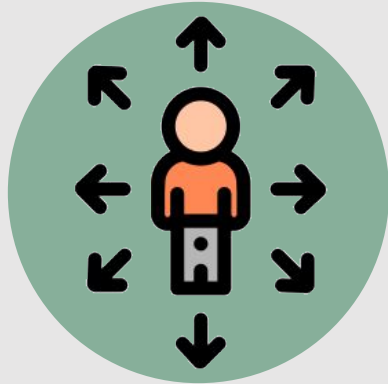
Motivation?



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Engagement (Why)

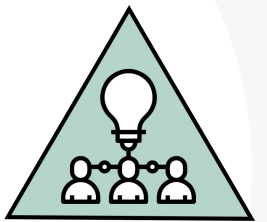
Recruiting Interest
Sustaining Effort
and Persistence
Self-Regulation

ICT Specialism Module 2 Key Assignment 1

Develop two different presentations in formats of your choice on a topic that is of interest to you, applying the best practice techniques developed. Provide multiple means of representation.

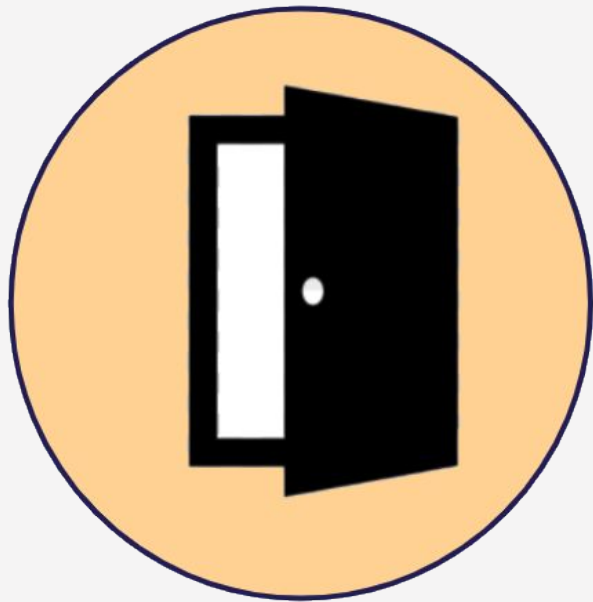
ICT Specialism Module 2 Key Assignment 2

Reflect on your learning developed during this module. Justify the choices made and the real-life applications of the learning.



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UDL, LAOS and Key skills. Focus on Engagement



RESEARCH

Critical and Creative Thinking



Applying ICT to real-life contexts requires careful analysis of patterns and relationships, which develops skills of higher-order reasoning and problem solving. Hypothesising, making predictions, examining evidence, and reaching conclusions underpin the core of all the activities proposed in LCA ICT Specialism.

Information and Communication Technology Specialism pg 13
 Introduction to Information and Communication Technology pg 13



[PDST Critical and Creative Thinking Video](#)



Critical and Creative Thinking in The ICT Module Descriptors

Critical and creative thinking in society are **Applying ICT to real life contexts**. Therefore careful analysis of patterns **developments, relationships, and competence** in this area, **participate in skills of higher order** **critically evaluating** and problem solving. **Information presented in a variety of ways, is examining evidence for developing and maintaining** underpin the core of all **the activities proposed in LCA and democracy.**

*Pg 13 Specialism, Pg. 14
Introduction to ICT, Pg. 14*

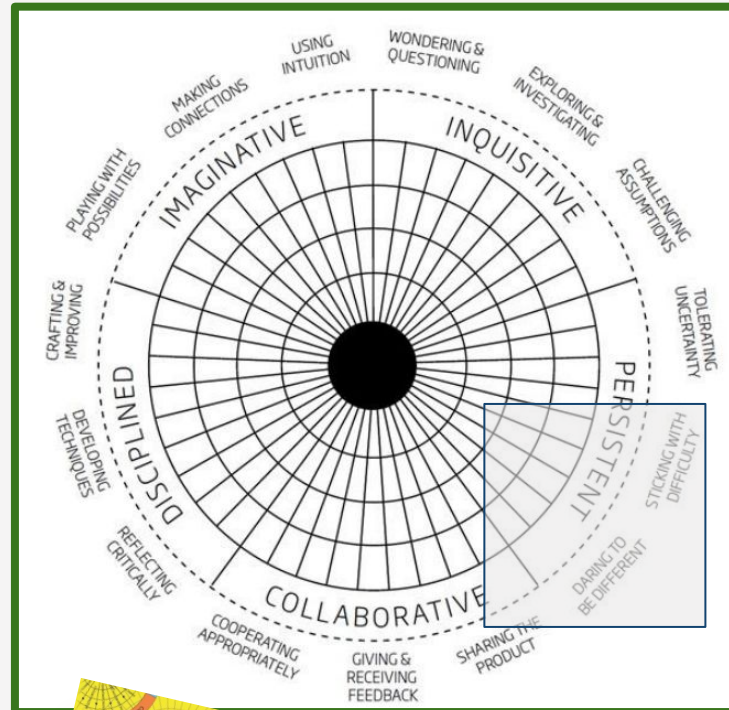
Key skills

They will also reflect on the ethical and social role of information and communication technologies across the curriculum: information processing; being personally effective, communicating, **critical and creative thinking**, and working with others. *Pg 11 Specialism*

Pg 13 Specialism and Introduction.

Unit Three. The internet and digital literacy, **Identify, critically examine and comment on digital media texts that highlight bias to create an effective presentation and promotional materials.** *Pg 26 Introduction to ICT Module Descriptor*

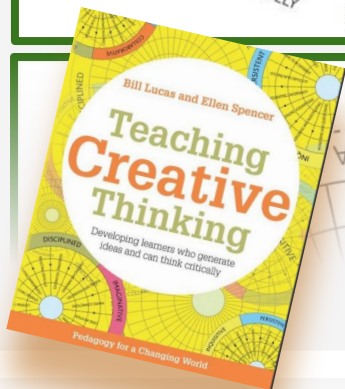
Five Dimensional Model of Creative Thinking



RESEARCH



OECD Publishing



Consider how this model could support your three LCA students achieving the learning outcomes for module two.

Supporting Student Choice for Presentations Based on Learning Outcomes




**Representation
(What)**

Offer ways
of
customising the
display of
information

Offer
alternatives for
auditory
information

Share
information in
more ways than
images and text
alone

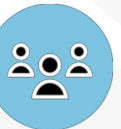


**BASIC
PRESENTATION SKILLS**
Learning Outcomes
Mod. 2
Unit 3

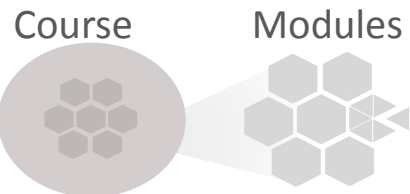
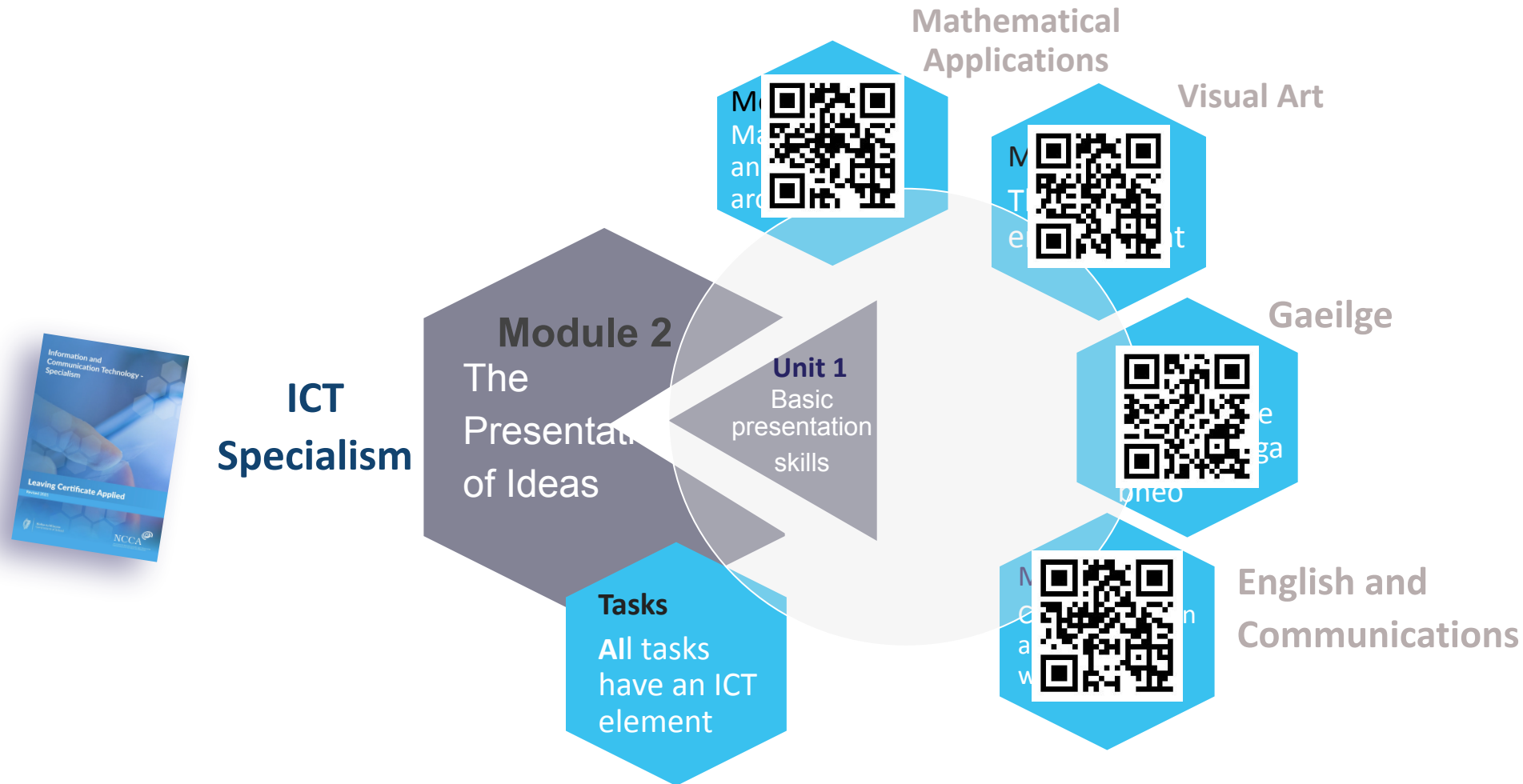
Identify key
features of best
practice in
presentation to
engage an audience
and apply these
features.

Evaluate the
advantages and
disadvantages of different
digital formats for
different
purposes

Demonstrate
proficiency in
manipulating templates
for presentation
purposes.

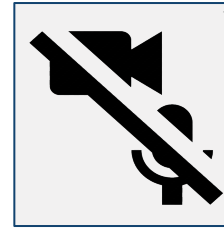


Transdisciplinary Nature of the Learning Outcomes



www.curriculumonline.ie/Senior-cycle/LCA/

Multiple Means of Representation in ICT



**BREAKOUT
ROOM**



[Adobe Spark](#)



[Book Creator](#)



[Loom](#)



[We Video](#)



[Wix Blog](#)



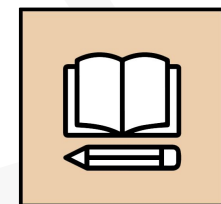
[Podcast](#)



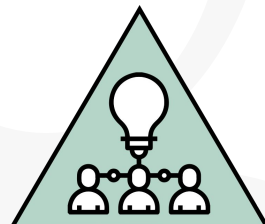
[Slideshow](#)



Consider which tool would best suit your 3 LCA students



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ACTIVITY

UNIT 1: Basic Presentation Skills

Learning outcomes. The student will be able to:

1. **Identify** design principles in a range of presentation formats or media.
2. **Apply** those principles to appropriate presentations.
3. **Analyse** and evaluate the purpose, audience and requirements of a presentation in a range of formats and media.
4. **Develop** awareness of accessibility features and the principles of universal design.



Principles of Presentation Design



Headlines



Authentic Imagery



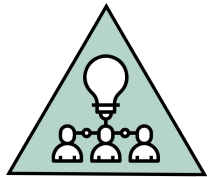
Images



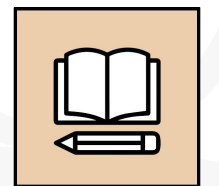
Icons



Graphs

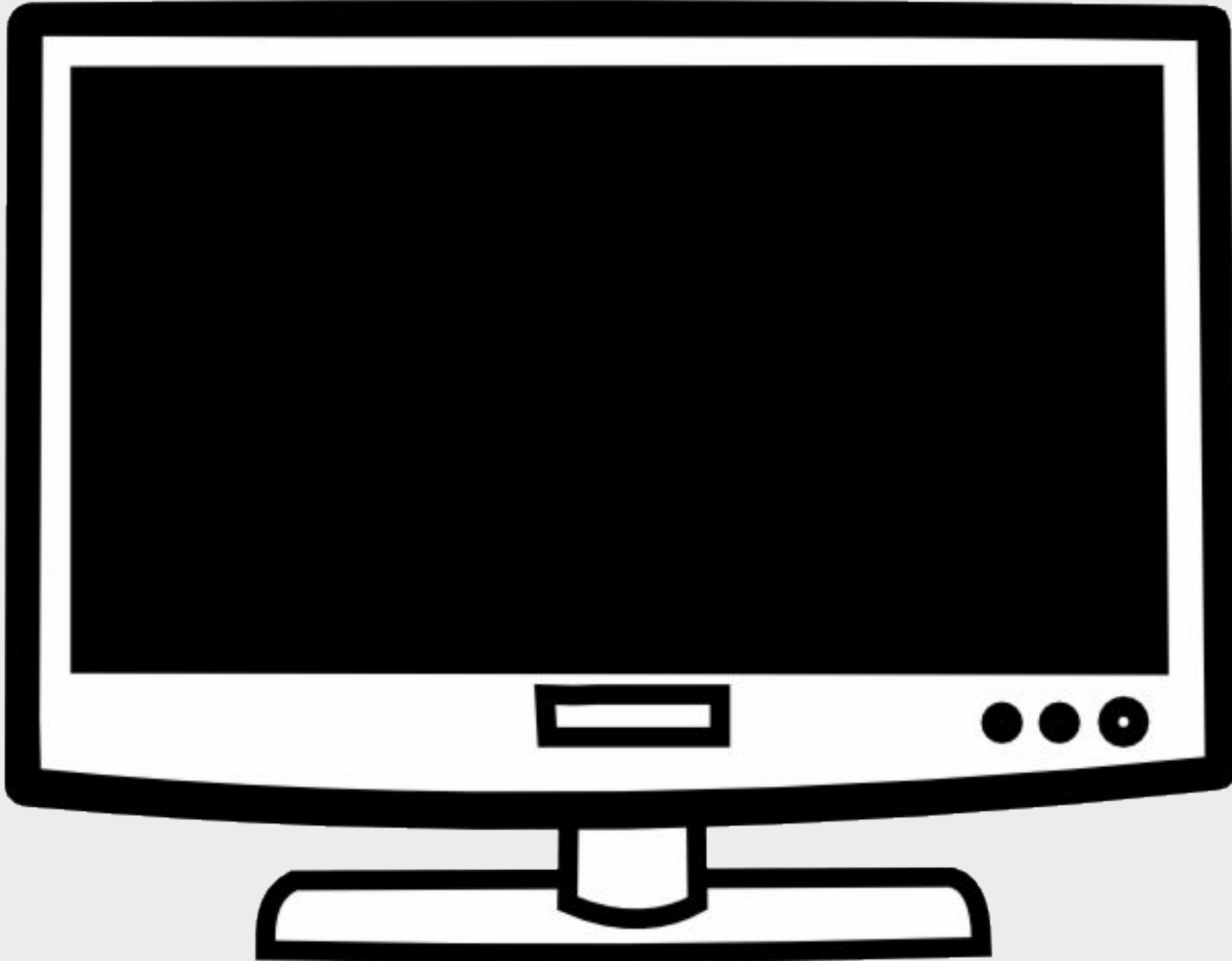


ACTIVITY



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An Effective Presentation by Steve Jobs



Session 2

By the end of this session, participants will have:

Developed a shared understanding of the Transdisciplinary Nature of the LCA Programme

Planned for and applied teaching and learning in the ICT module descriptor

through the lens of UDL

Explored alternative formats for presentation.



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Department of Education

ICT Session 3 Day 3

Session 3

By the end of this session, participants will have:

Reviewed today's key messages

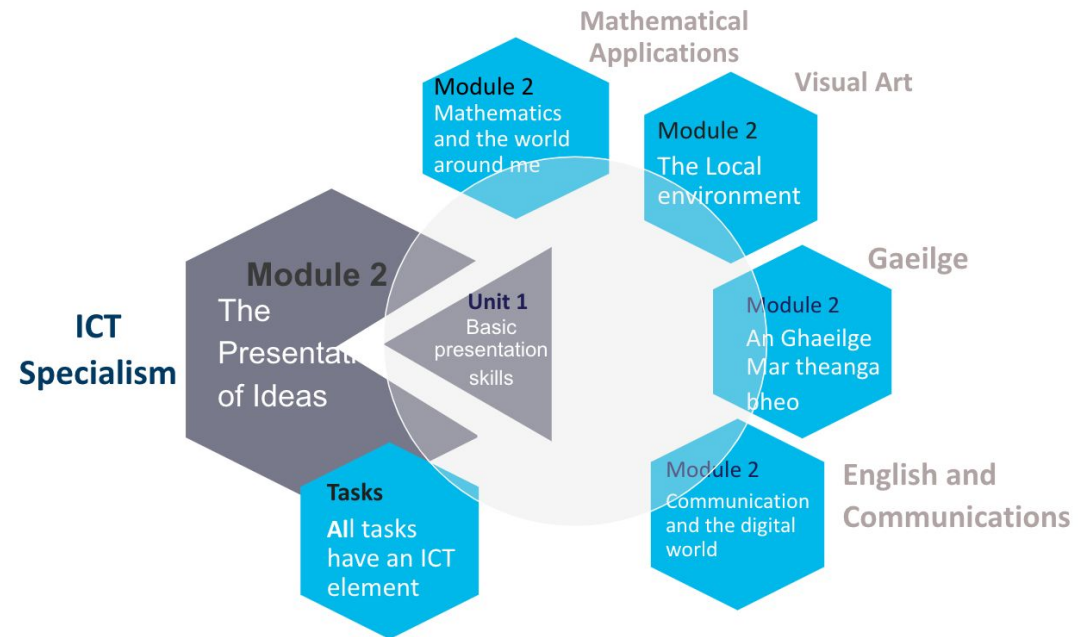
Collaborated with others to explore and plan for teaching and learning approaches for module 2

Had an opportunity to reflect on the day's seminar and consider next steps.

What new learning have I experienced today?

**Key Message 1,
 Courses in LCA are
 inherently
 transdisciplinary,
 authentic and relevant
 to the current and
 future needs of all
 students**

Transdisciplinary Nature of the Learning Outcomes



What are the implications for my teaching?

What new learning have I experienced today?

Key message 2,
LCA courses support
the use of a wide
range of inclusive,
differentiated,
experiential teaching
and learning
approaches

Multiple Means of Representation in ICT

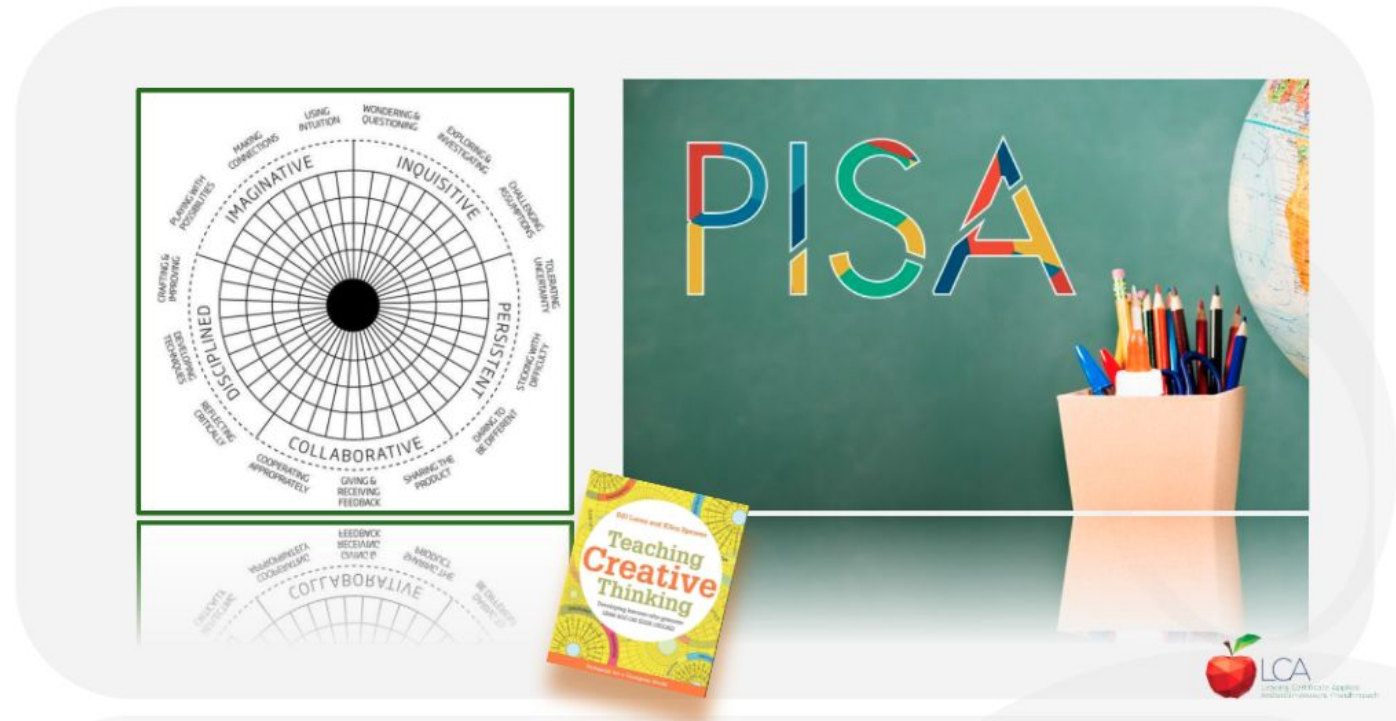


What are the implications for my teaching?

What new learning have I experienced today?

**Key message 3,
 ICT applies to real-life contexts
 developing skills of
 higher-order reasoning and
 problem solving, engaging and
 recruiting students interest in
 support of their learning**

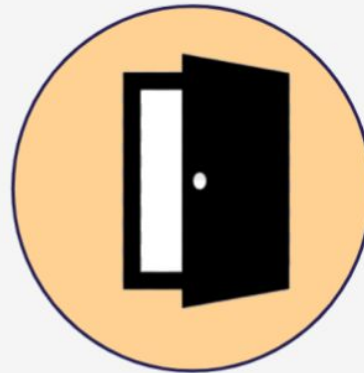
Five Dimensional Model of Creative Thinking



What are the implications for my teaching?

What new learning have I experienced today?

**Key message 4,
UDL provides a lens through which
to review one's teaching practice,
to include the needs of all learners**



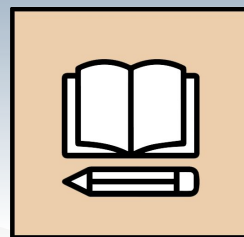
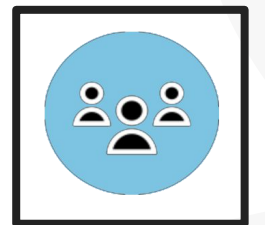
What are the implications for my teaching?

Planning a Unit of Learning

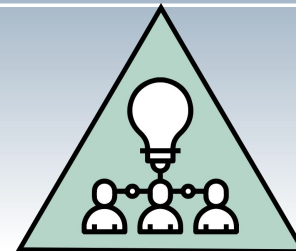
1. Consider a learning outcome of your choice from Module 2 Unit 1 or 2
(Specialism Course)
2. Identify action verbs and key skills for development
3. Devise an activity with a learning intention(s) and associated success criteria to achieve learning outcome(s)
4. Activate key skills while incorporating principles of UDL.



Breakout Room

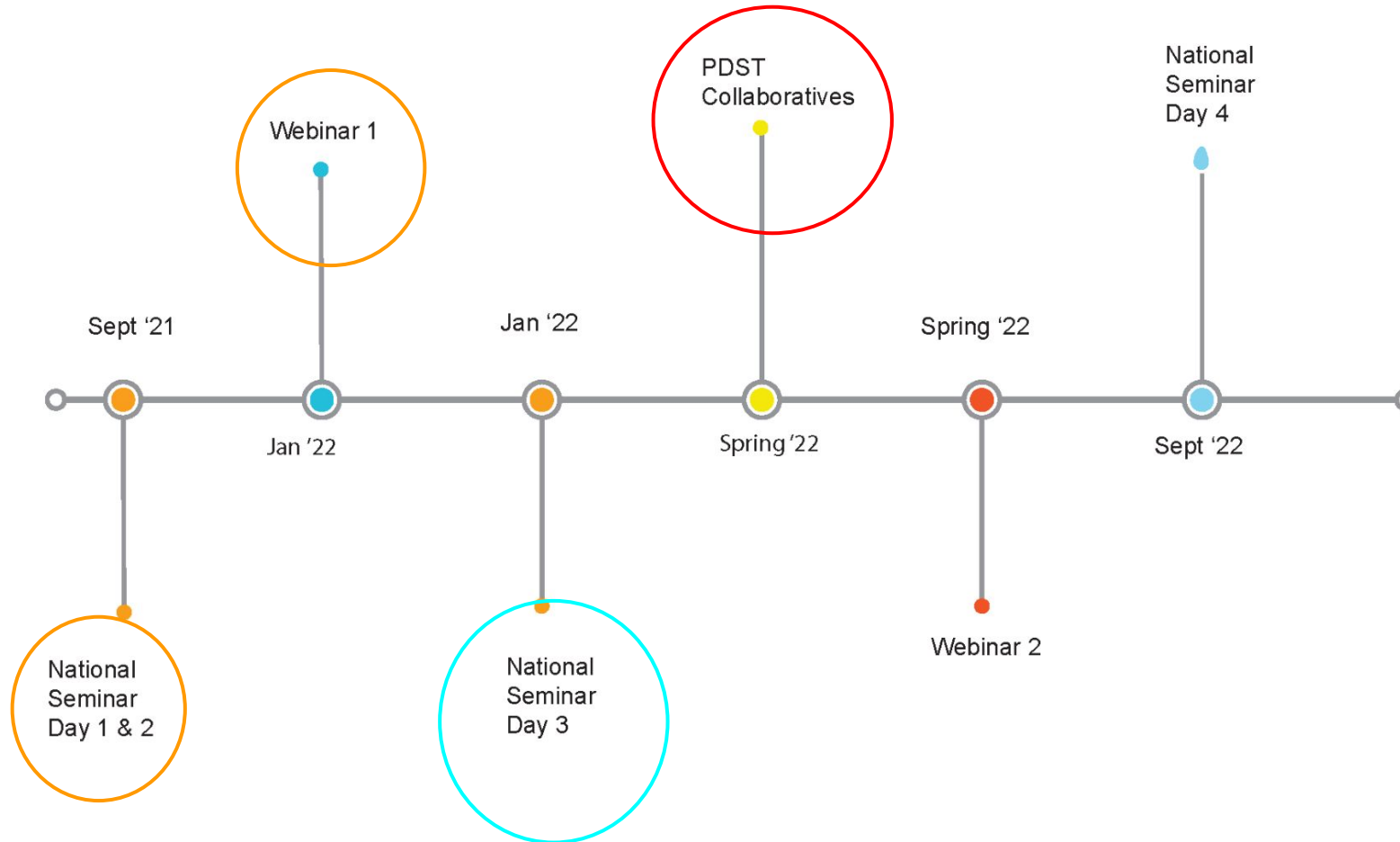


WORKBOOK



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CPD for Revised Module Descriptors



Leaving Certificate Applied Subject Specification CPD

PDST Collaboratives

None of us is as smart as all of us

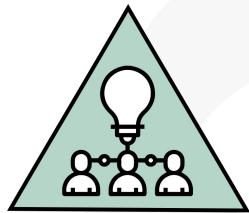
Japanese Proverb

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.

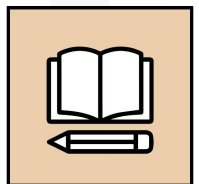
(Hargreaves & O'Connor, 2008, p. 9)

Learning is:

- Constructive
- Self regulated
- Situated
- Collaborative



ACTIVITY



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Reflection

Consider the following reflective questions:

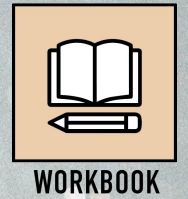
What new learning have I come to?

What are the implications for my teaching?

What will you do differently to maximise learning for ALL learners in your class?

Can you see the strategic connections between the module descriptors?

Can you identify the transdisciplinary links?



Session 3

By the end of this session, participants will have:

Reviewed today's key messages

Collaborated with others to explore and plan for teaching and learning approaches for module

Had an opportunity to reflect on the days seminar and consider next steps.

Key Messages

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

LCA courses support the use of a wide range of inclusive, differentiated, experiential teaching and learning approaches

ICT applies to real-life contexts developing skills of higher-order reasoning and problem-solving engaging and recruiting students interest in support of their learning

UDL provides a lens through which to review one's teaching practice, to include the needs of all learners



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End of Seminar