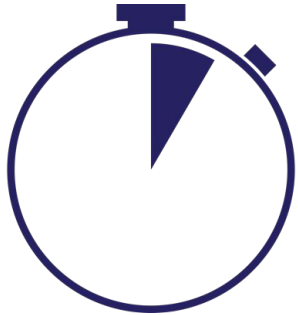




# Leaving Certificate Applied (LCA) ICT Day 5 Session One

# Registration

## Clárú



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

### SEMINAR

#### Post-Primary Seminar

Teacher Attendance at CPD for Primary seminar.

Please take 5 minutes to complete the following registration form.

eilismagner@pdst.ie [Switch accounts](#)

\*Required

Email \*

Your email address

Full Name(as will appear on certificate) \*

Your answer

Your Teaching Council Number \*

Your answer

Your Roll Number \*



Please take time to complete each question accurately. Information provided is used to generate a certificate of attendance.

**This form will close at 2pm**

<https://forms.gle/mYCD5yLApExBBLM77>

# Overview of the Seminar

## Session 1

Review of Leaving Certificate Applied  
Reintroduction to the descriptors  
Building upon prior learning and transdisciplinary links

Tea/Coffee Break

## Session 2

Analyse the key skills and learning outcomes from the descriptors  
Actively explore resources for digital literacy  
Planning a learning outcomes based on a unit of learning  
Examine transdisciplinary links with LCA subjects

Lunch

## Session 3

Utilising online information  
Email protocols  
Participant reflection



# Key messages

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

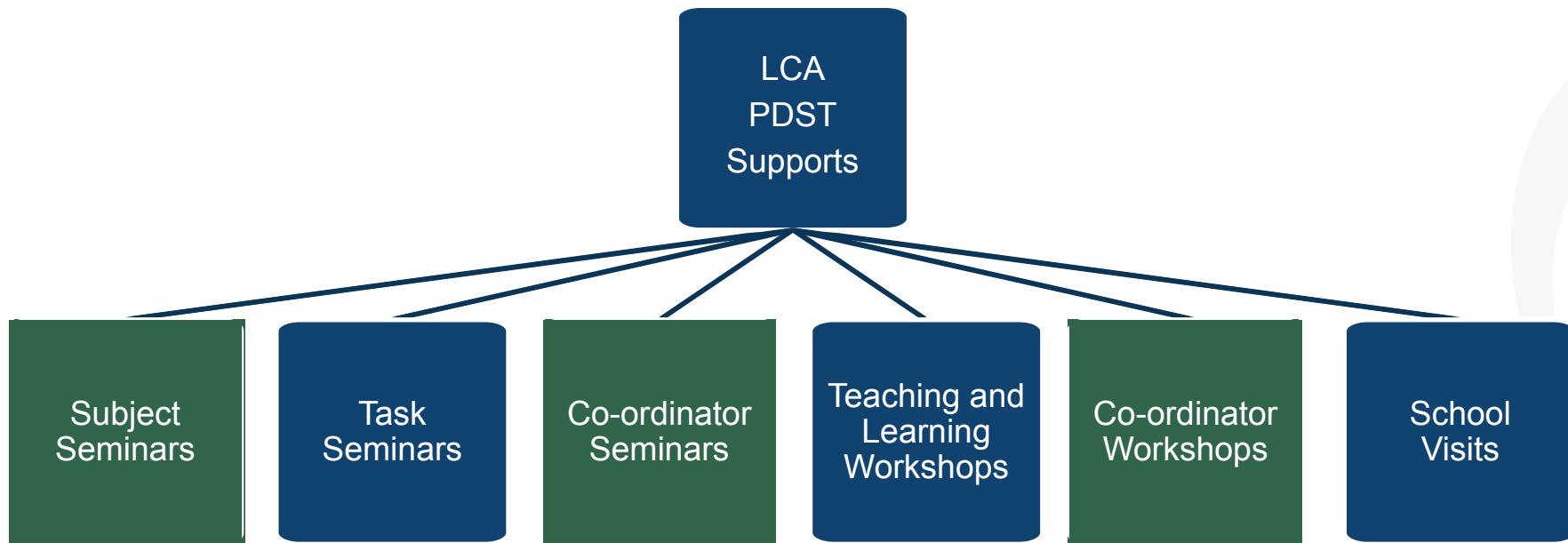
LCA courses support the use of a wide range of inclusive, differentiated, experiential teaching and learning approaches

The use of appropriate research to analyse online data supports students in experiencing an authentic cognitive learning process while also enhancing the skills of critical and creative thinking

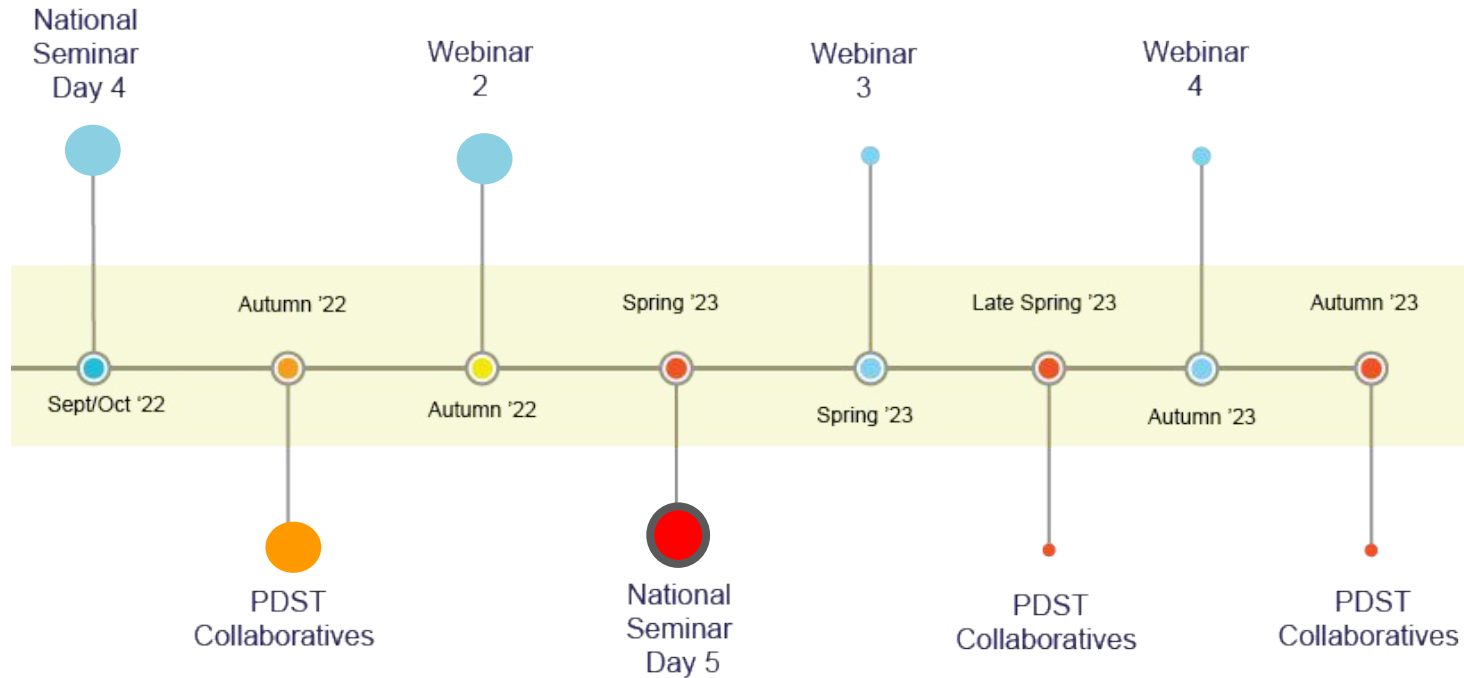
Digital literacy is fundamental to active participation in modern society. This skill is underpinned throughout the ICT Introduction (module 1, unit 3) and the ICT Specialism (module 4)



# LCA Supports provided by PDST



# CPD for the revised module descriptors



Leaving Certificate Applied Subject Specification CPD



# Slido questions for today

Active poll 0 👤



### What do you hope to get from today's seminar?



Participants can answer at Slido.com with #2082477

# Session 1

**By the end of this session participants will have:**

reflected on their engagement with the ICT descriptors to date.

been introduced to module one unit three from the Introduction and module four from the Specialism.

examined learning outcomes, key skills and prior knowledge in a transdisciplinary manner.

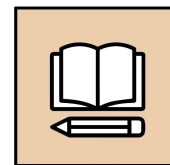
have considered supporting policy documents that will influence their teaching and planning regarding digital literacy.

# Reflection on our Learning to date

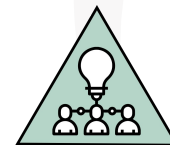
**At this stage of your CPD journey, what are your key takeaways ?**

**What is your key learning so far?**

**How has your CPD experience impacted upon your teaching and learning approaches ?**



**WORKBOOK**



**ACTIVITY**

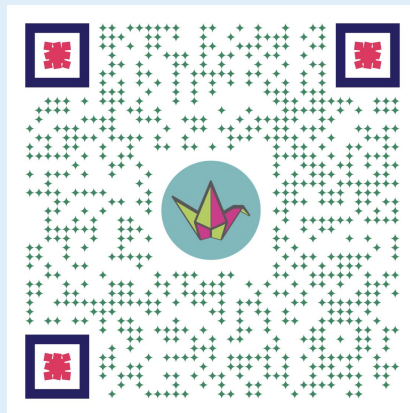


# Session 1

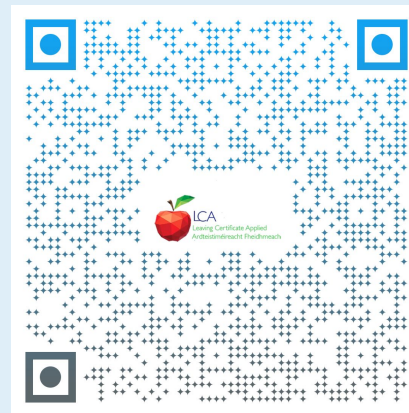


Teacher handbook

10



ICT padlet



Introduction to ICT  
Module Descriptor



ICT Specialism  
Module Descriptor

# Focus for Today - Digital Literacy

Introduction to Information and Communication Technology

Leaving Certificate Applied

Revised 2021

Riailtas na hÉireann  
Government of Ireland

NCCA  
National Council for Curriculum & Assessment

Information and Communication Technology - Specialism

Leaving Certificate Applied

Revised 2021

Riailtas na hÉireann  
Government of Ireland

NCCA  
National Council for Curriculum & Assessment

**INTRODUCTION** **ICT** **Introduction to Information & Communication Technology** **PDST**  
Professional Development Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúil na Mhúinteoirí

**MODULE 1**  
**Introduction to the computer & word processing**

This module introduces students to the basic concepts and functions of computers. In addition, students will be introduced to the foundations of word processing, to the elementary concepts of the internet and email skills

UNIT	LEARNING OUTCOMES The student will be able to:
UNIT 1 Introduction to Computers	<ol style="list-style-type: none"> <li>Understand and explain key concepts relating to ICT &amp; computers.</li> <li>Understand and explain key concepts relating to devices, storage &amp; software.</li> <li>Explain the key concepts in relation to file storage, management &amp; retrieval.</li> <li>Demonstrate an ability to use basic computer functions effectively.</li> </ol>
UNIT 2 Introduction to Word Processing	<ol style="list-style-type: none"> <li>Create documents and understand how and where to save them.</li> <li>Work with a word processing document, apply different formats and insert tables and images.</li> <li>Proof and edit a document before printing.</li> <li>Identify files and folders and recognise common file types. Understand what a file and folder is.</li> </ol>
UNIT 3 The Internet & Email	<ol style="list-style-type: none"> <li>Understand the concepts and associated risks of the internet and the World Wide Web.</li> <li>Use a web browser and manage settings.</li> <li>Search effectively for information on the internet by using key words, quotation marks for exact phrases and advanced search options.</li> <li>Understand the structure of an email and be able to create, send and receive email with consideration of security concerns and risks.</li> </ol>

**KEY ASSIGNMENTS**

- Use word processing software to create, store, edit and print a range of documents for specific purposes.
- Ethically research a topic online for another module and produce a short report on it which includes formatted graphics and text, & email it to a named recipient.

**MODULE 2**  
**Introduction to other software packages & applications**

This module introduces students to elementary spreadsheet, graphics and presentation packages.

UNIT	LEARNING OUTCOMES The student will be able to:
UNIT 1 Spreadsheets	<ol style="list-style-type: none"> <li>Identify suitable uses for spreadsheets.</li> <li>Create a spreadsheet and enter numeric and character data, apply formulas while understanding their purpose to generate results, format cells and generate a chart and print it.</li> <li>Create and understand logical formulae using standard functions.</li> </ol>
UNIT 2 Introduction to the Graphical Presentation of Data	<ol style="list-style-type: none"> <li>Use presentation application software to create an effective presentation and promotional materials.</li> <li>Investigate image editing software.</li> <li>Demonstrate an ability to edit, enhance and present a variety of information graphically.</li> </ol>

**KEY ASSIGNMENTS**

- Select your best spreadsheet that demonstrates your use of formulae to perform calculations for a task you are involved in.
- Select charts that demonstrate your use of bar charts or pie charts and save or print in graphic format & interpret these results.
- Create a promotional document for display that effectively communicates information using a combination of graphics, text & images.

Riailtas na hÉireann  
Government of Ireland

NCCA  
National Council for Curriculum & Assessment

Riailtas na hÉireann  
Government of Ireland

NCCA  
National Council for Curriculum & Assessment

**KEY ASSIGNMENTS**

- Use word processing software to create, store, edit and print a range of documents for specific purposes.
- Ethically research a topic online for another module and produce a short report on it which includes formatted graphics and text, & email it to a named recipient.
- Select your best spreadsheet that demonstrates your use of formulae to perform calculations for a task you are involved in.
- Select charts that demonstrate your use of bar charts or pie charts and save or print in graphic format & interpret these results.
- Create a promotional document for display that effectively communicates information using a combination of graphics, text & images.

# Supporting Policy Documentation



The collage features four document covers:

- Looking at Our School 2022: A Quality Framework for Post-Primary Schools** (August 2022) by An Roinn Oideachais, Department of Education. The cover shows students looking at a tablet.
- Digital Learning 2020: Reporting on practice in Early Learning and Care, Primary and Post-Primary Contexts** by An Roinn Oideachais agus Seillemna, Department of Education and Skills. The cover features a network of digital icons.
- Digital Strategy for Schools to 2027** by An Roinn Oideachais, Department of Education. The cover shows children in a classroom.
- Wellbeing Policy Statement and Framework for Practice** (2018-2023, Revised October 2019) by Rialtas na hÉireann, Government of Ireland. The cover shows a group of diverse young people.
- Cineáltais: Action Plan on Bullying** (December 2022) by An Roinn Oideachais, Department of Education. The cover features a colorful abstract design with a 'Be Kind' sign.

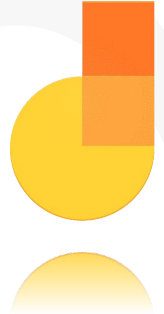
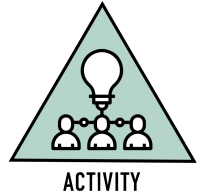


# OECD Findings Media Literacy 2022



Renee Hobbs,  
University of Rhode Island  
School of Education and Media  
Oct. 2022

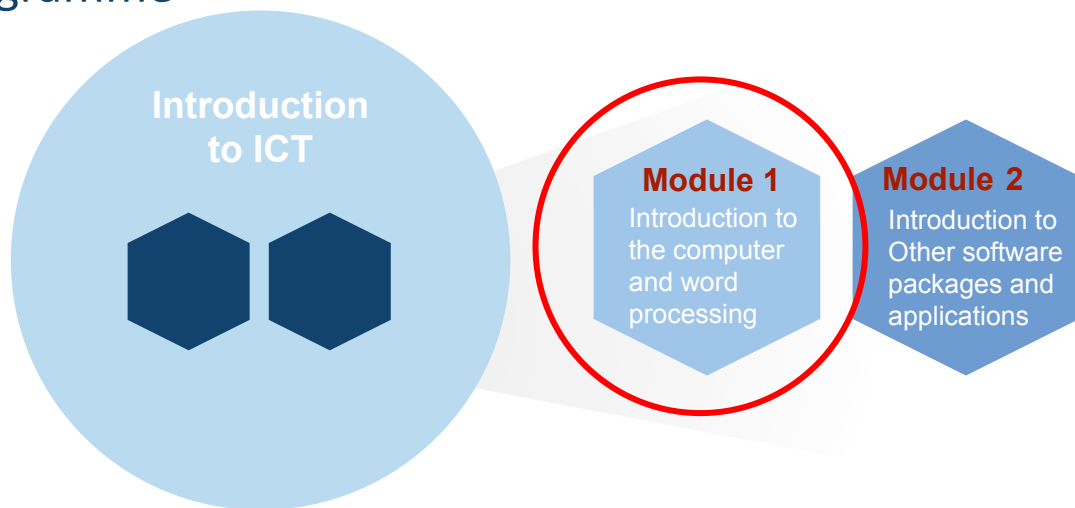
**Media literacy *is* literacy for the information age, in today's world, there is that dialectic in this field between power and protection it includes creativity and also critical thinking**



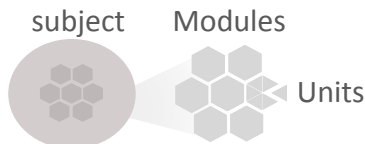
<https://oecdeditoday.com/oecd-education-webinars/#Previous>

# Modules in Introduction to ICT

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

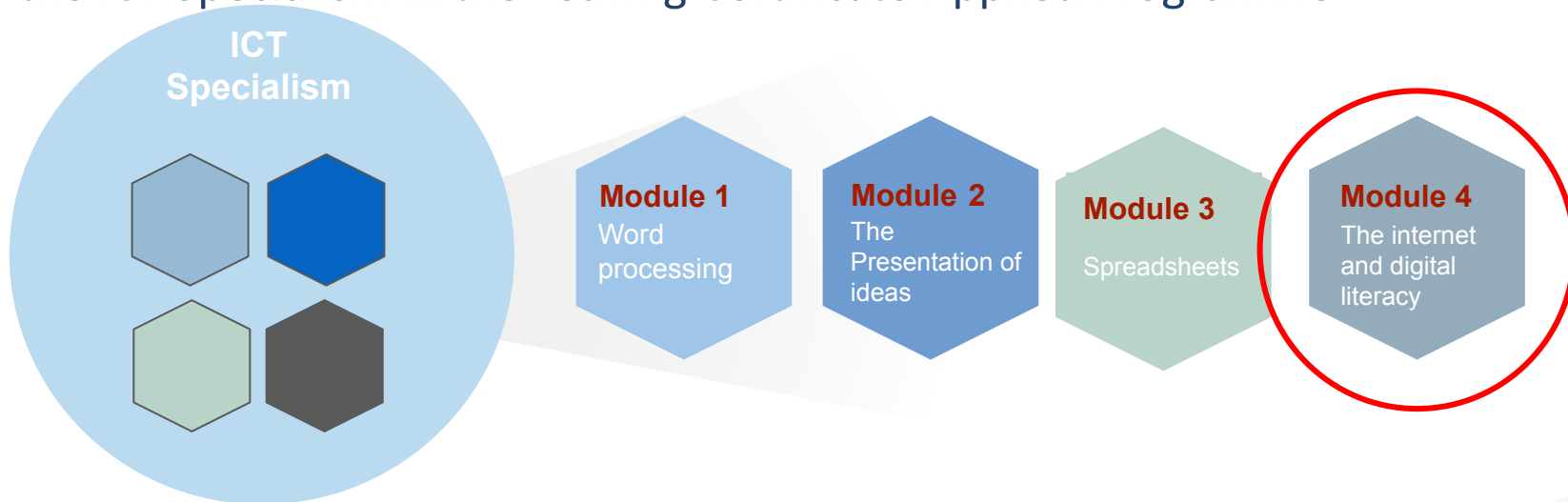


Introduction to Information and  
 Communication Technology Pg 12

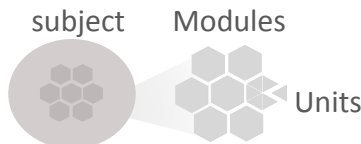


# Modules in ICT Specialism

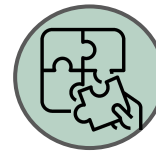
There are **four** modules to be completed sequentially in the ICT Specialism in the Leaving Certificate Applied Programme



A module is usually completed within a session.



# Planning for Student learning from Introduction to Specialism



The internet & email essentials



The internet & digital literacy

‘Learning outcomes provide the building blocks for teachers to plan their teaching, learning and assessment.’

*NCCA Focus on Learning Outcomes p.6*



# Key Skills are Embedded in the Learning Outcomes



Understand the concepts and associated risks of the internet and the World Wide Web.

Use a web browser and manage settings.

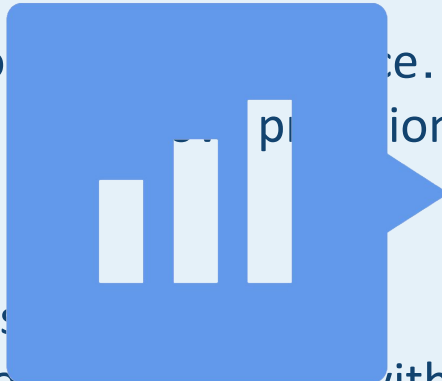
Search effectively for information on the internet by using keywords, quotation marks for exact phrases and advanced search options.

Understand the structure of an email and be able to create, send and receive email with consideration of security concerns and risks.

*Introduction to ICT Module Descriptor p.22*

Domain:

Teachers will use...  
to...  
for...  
It...  
of...  
and how they interact with  
each other to reflect on their own practice.

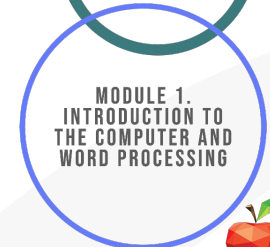
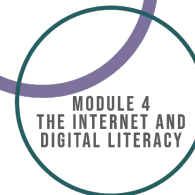


It also refers to the systems that are in place  
<https://www.mentimeter.com/all-records/4145a>  
and to share knowledge, ideas and resources.

*LAOS 2022, p.13*



ACTIVITY



# Session 1

## By the end of this session participants have:

reflected on their engagement with the ICT descriptors to date.

been introduced to module one unit three from the Introduction and module four from the Specialism.

examined learning outcomes, key skills and prior knowledge in a transdisciplinary manner.

have considered supporting policy documents that will influence their teaching and planning regarding digital literacy.

## Coffee Time







# ICT Day 5

## Session 2

## Session 2

**By the end of this session participants will have:**

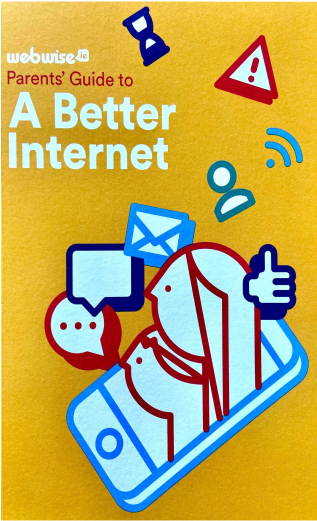
had an opportunity to engage with a range of resources to support their learning.

participated in an activity which can be adapted for use in the LCA ICT classroom.

considered the key components of a unit of learning.

collaboratively planned a unit of learning.

# Webwise Resources



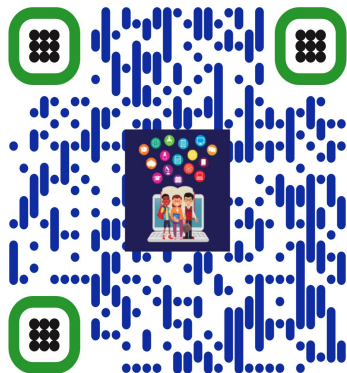
**padlet**



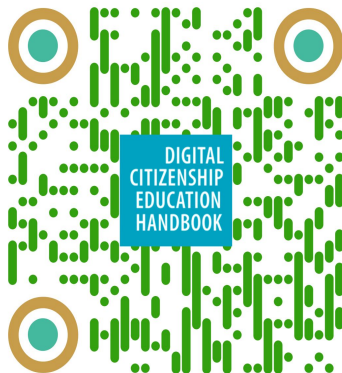
## Areas of Further Support



[webwise](https://www.webwise.ie)



[PDST Digital Learning](#)



[Digital Citizen Handbook](#)



[PDST Digital Technologies Youtube](#)

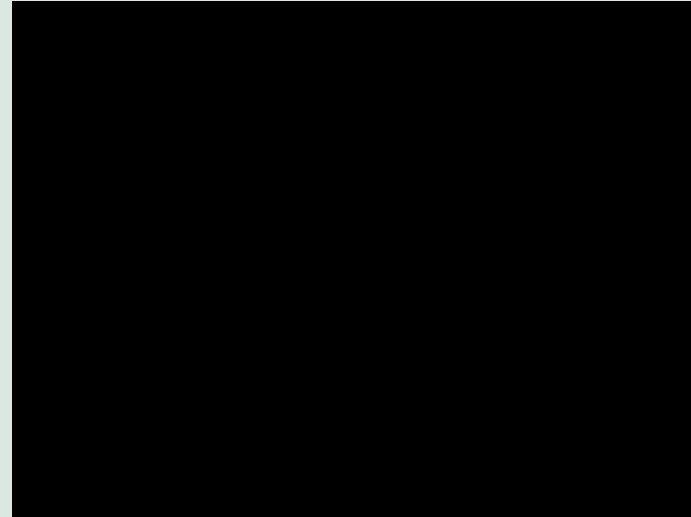


[Scoilnet](https://www.scoilnet.ie)

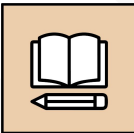
# Literacy and the Digital World

‘ ..to develop competent, critically engaged, active learners while supporting them to reach their potential and participate fully as global citizens in a digital world. ’

*Digital Strategy for schools to 2027,  
(2022,Pg 11)*



<https://socialmediatestdrive.org/modules.html>



**WORKBOOK**

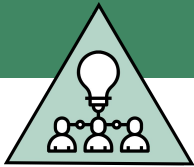
# Graffiti Wall

What learning outcomes would this activity support?

What constitutes an effective unit of learning ?

What would need to be considered or adapted to support your LCA students?

What prior learning would be progressed by this activity?





Choose your table group according based on which subject you are teaching  
(Introduction or specialism )



Choose your learning outcome(s)

Consider your three LCA Students and the prior knowledge of your students.



Design learning experiences and associated success criteria to achieve chosen learning outcome(s) and activate key skills.



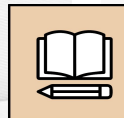
Identify links to other LCA subjects

Identify opportunities for effective use of questioning

# Planning a learning outcomes based unit of learning



ACTIVITY



WORKBOOK



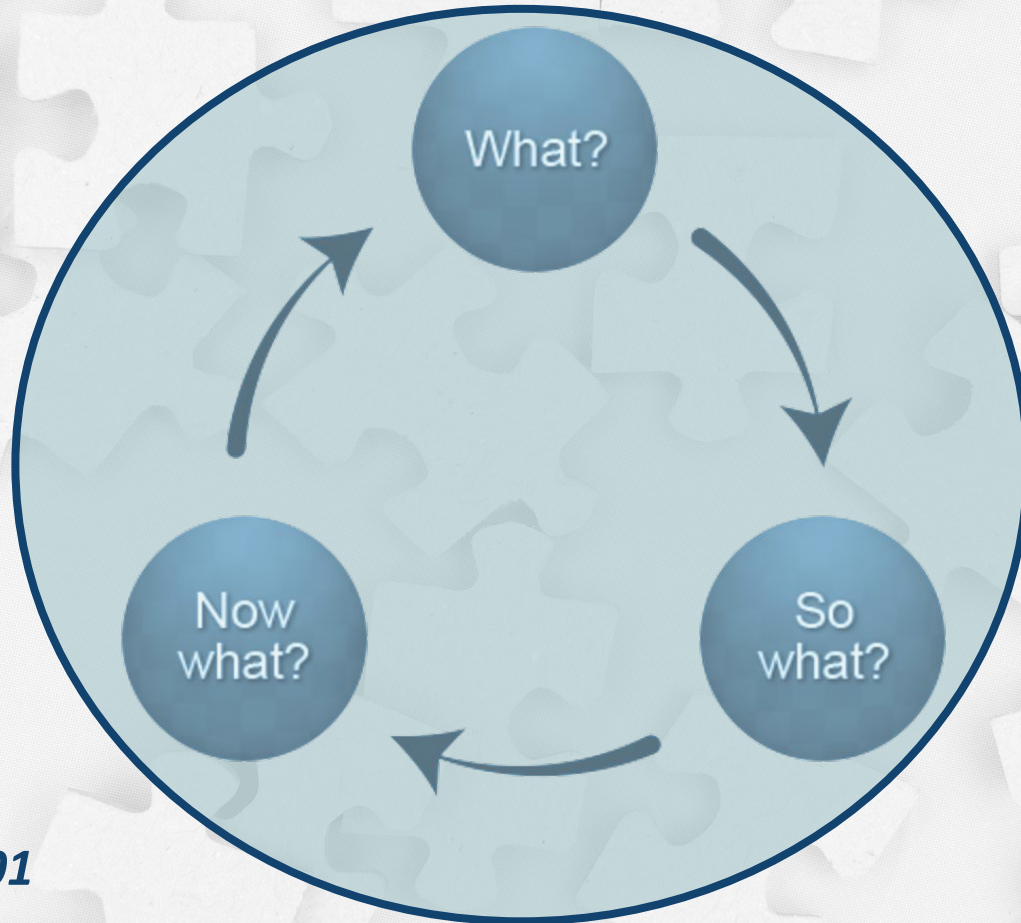
Using the prompt questions  
in your participant booklet:

Collaborate and plan your  
chosen unit of learning

Keep in mind your three  
student profiles



# Your design so far...



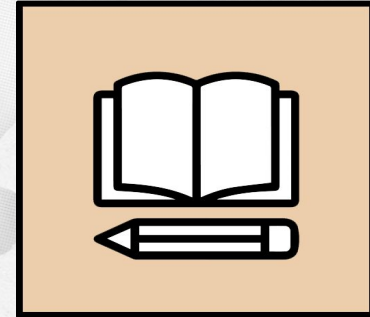
# Reflection and next steps for your school context

What did you find most interesting ?

What surprised you?

What would you like to know more about ?

What will need to be considered in more detail for your LCA students?



**WORKBOOK**



## Session 2

**By the end of this session participants will have:**

had an opportunity to engage with a range of resources to support their learning.

participated in an activity which can be adapted for use in the LCA ICT classroom.

considered the key components of a unit of learning.

collaboratively planned a unit of learning.



Lunch





# ICT Day 5

## Session 3

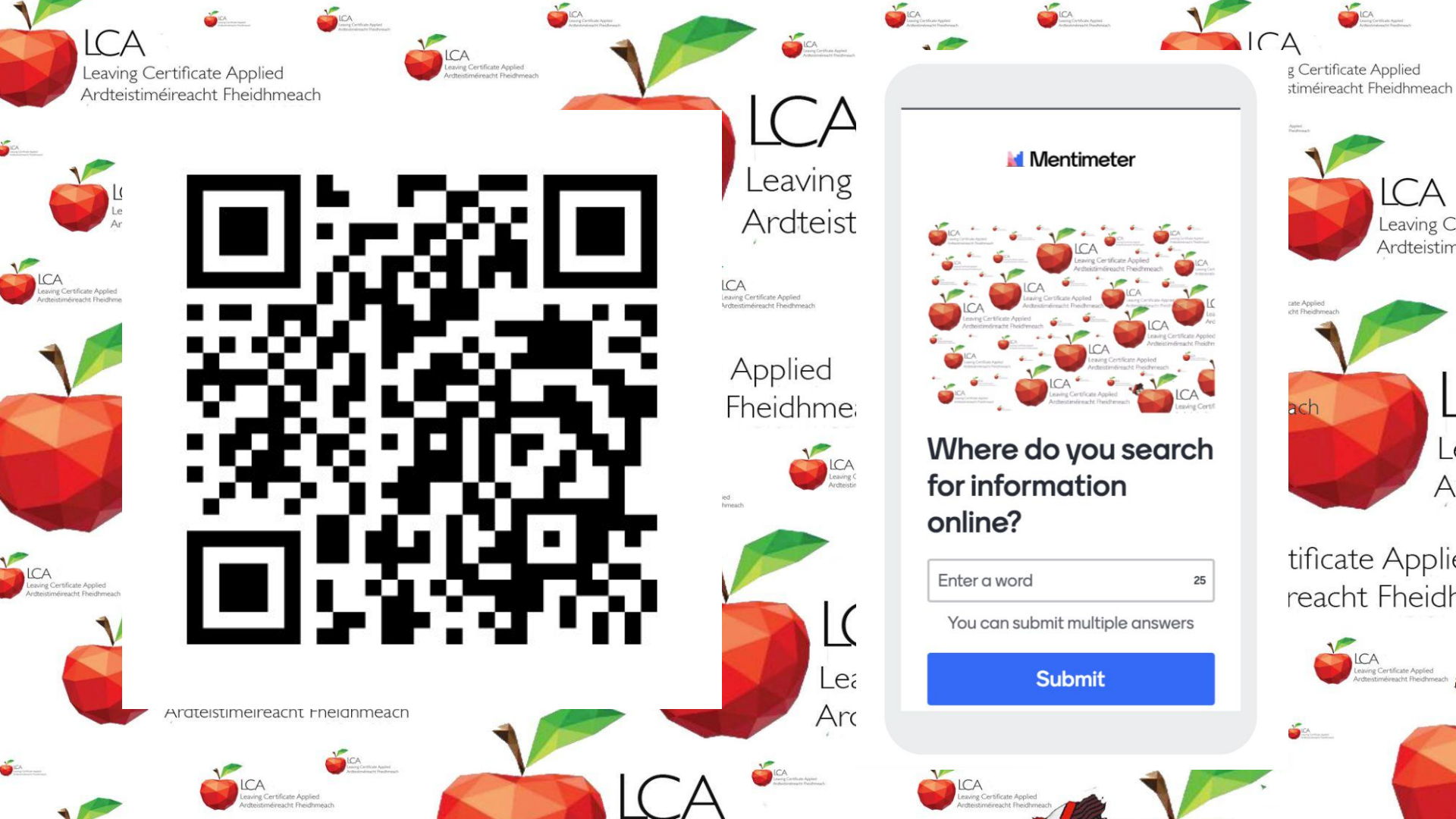
## Session 3

**By the end of this session participants will have:**

considered how to effectively search and use information gathered online.

explored emails in relation to the module descriptors.

reflected on the key messages from today's seminar and what it means for your practice.



LCA  
Leaving Certificate Applied  
Ardeistimeireacht Fheidhmeach

LCA  
Leaving Certificate Applied  
Ardeistimeireacht Fheidhmeach

LCA  
Leaving  
Ardeistimeireacht Fheidhmeach



LCA  
Leaving Certificate Applied  
Ardeistimeireacht Fheidhmeach

Applied  
Fheidhmeach

LCA  
Leaving Certificate Applied  
Ardeistimeireacht Fheidhmeach

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LCA  
Leaving Certificate Applied  
Ardeistimeireacht Fheidhmeach

Mentimeter

**Where do you search for information online?**

Enter a word 25

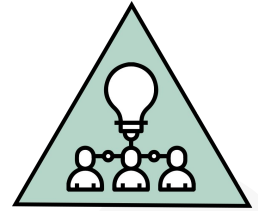
You can submit multiple answers

**Submit**

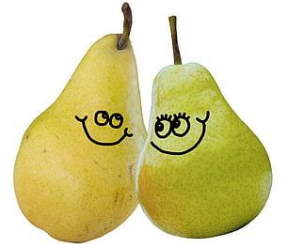
## How to search online effectively

‘Online research requires and builds analysis and interpretation skills. Students need to read a wide range of information sources. Students are required to express and share their opinions and to hypothesise the reason clearly.’

*Introduction to ICT and ICT Specialism  
Pg.14*



ACTIVITY





# Reading Online



**Let's make research great again!**

# Search Versus Research



*'...engagement with authentic relevant contexts promotes independent research activities in which students are required to access a wide variety of external materials communicated in a variety of ways.'*  
Pg 14, Intro To ICT



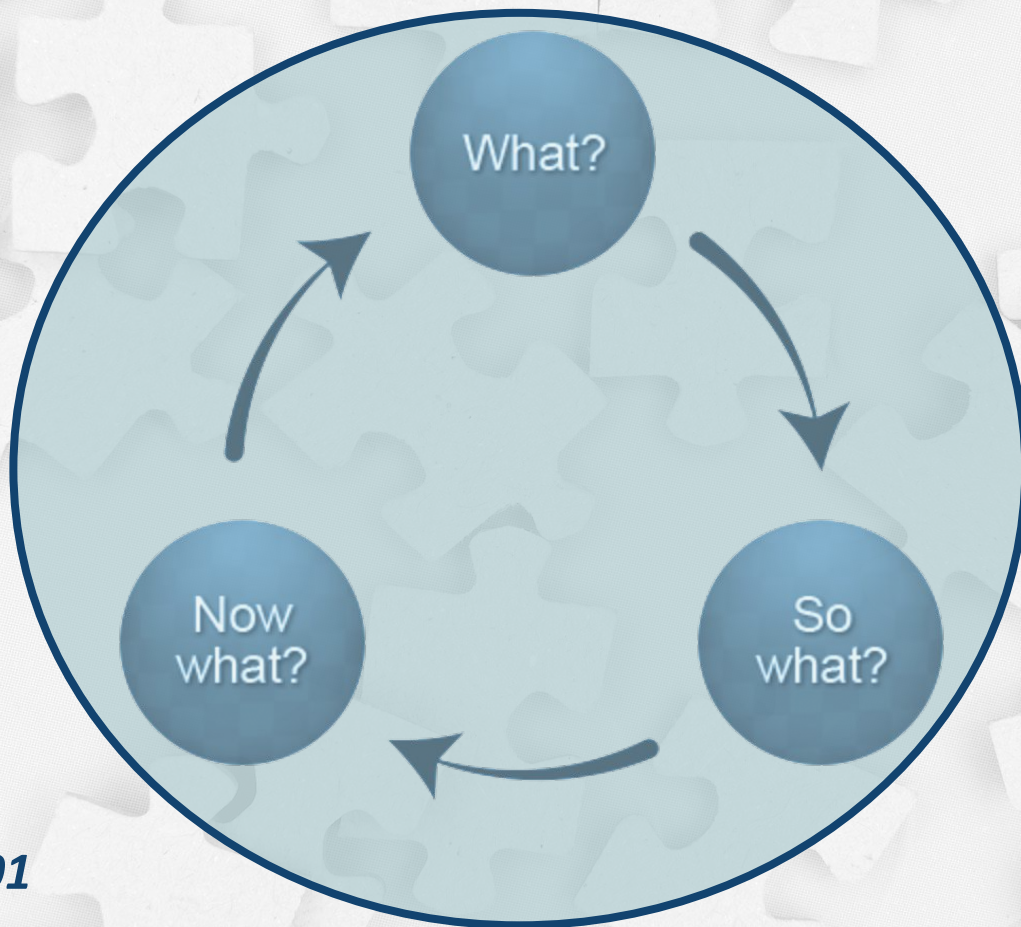
*Online research requires and builds analysis and interpretation skills. Students need to read a wide range of information sources. Students are required to express and share their opinions and to hypothesise.*  
Pg 14, ICT Specialism'





*READING  
WEBPAGES*

# Your design process



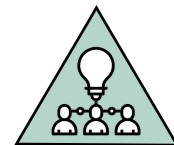
# Students prior knowledge of email

‘ The Leaving Certificate Applied Introduction to ICT module builds on the knowledge, attitudes and broad range of transferable skills that stem from the student’s educational experience ’

*P.8 Introduction to ICT module descriptor*



Students prior knowledge



ACTIVITY



# Investigating email



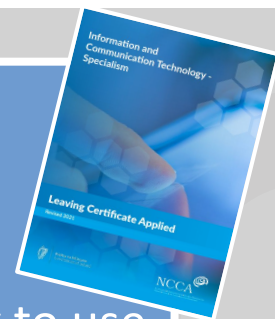
**Introduction to ICT**  
Module 1 Unit 3  
Learning outcome 4

“Understand the structure of an email and be able to create, send and receive email with consideration of security concerns and risks”



**ICT Specialism**  
Module 4 Unit 1  
Learning outcome 3

“Demonstrate an ability to use the many functions of email effectively such as sending attachments, searching, sorting and filing emails.”





## Correct email conventions

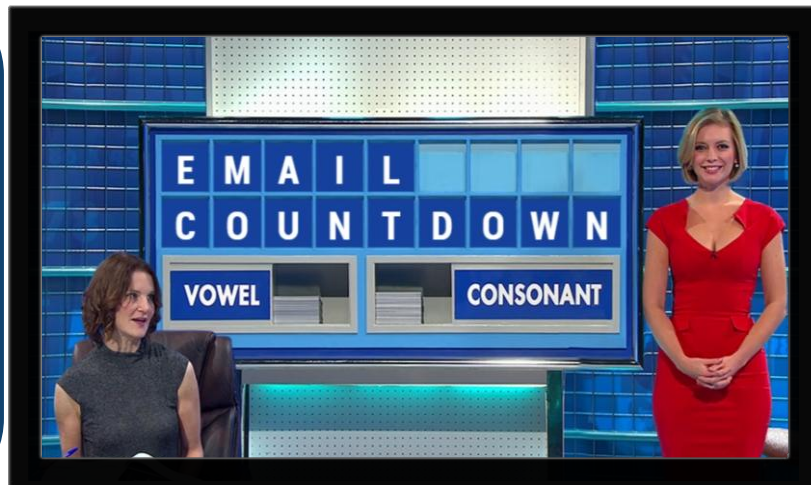
You each are being given a printout of an email.

There are 10 errors in this email

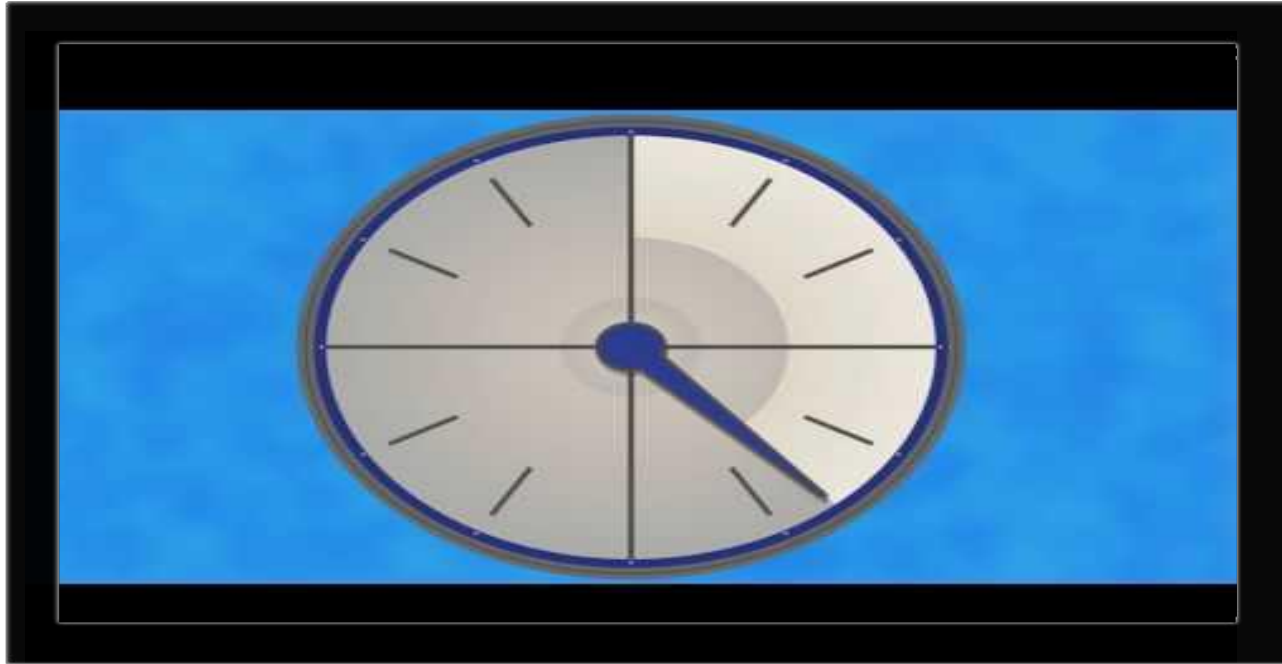
You will be given 1 minute to find and circle 10 errors.

When the time is up we will check the results.

You can start with the timer sound







To mjohnson@gmail.com

Cc Bcc

Subject

Dear Mr. Johnson,

Thank you for your feedback concerning the assignment. I have completed the task and am able to hand it in.

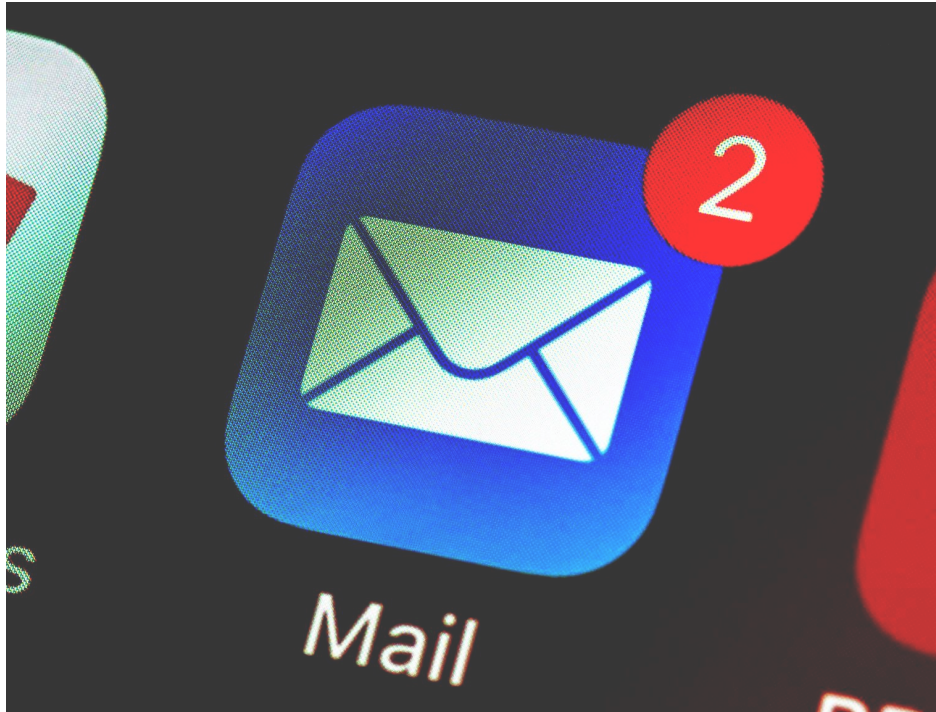
I have attached it to this email

Please let me know what time you will be available to discuss my work.

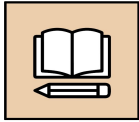
I look forward to finishing this module. You have been a great teacher, truly.

Peace out,





- Use of a direct subject line
- Professional email address
- Use “reply-all” sparingly
- Use professional greetings
- Ensure attachments are in order
- Careful use of humour
- Check receiver's address correct
- Use a professional signature



WORKBOOK

# What new learning have I experienced today?





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

**Planning a learning outcomes based unit of learning**

Using the prompt questions in your participant booklet

Collaborate and plan your chosen unit of learning

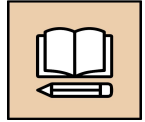
Keep in mind your three student profiles



28

**What are the implications for my teaching?**

# What new learning have I experienced today?



WORKBOOK

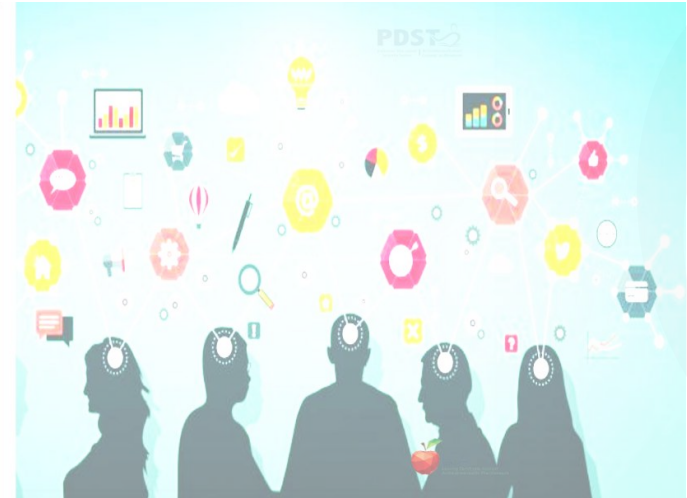
## Key message 2

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

What learning outcomes would this activity support?

What would need to be considered or adapted to support your LCA students?

What prior learning would be enhanced by this activity?



## What are the implications for my teaching?

# What new learning have I experienced today?

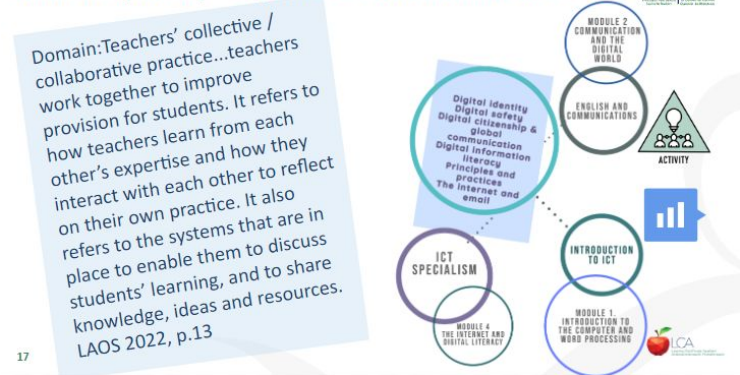
## Key message 3

LCA ICT, Mathematical Applications, and English and Communications modules are strategically designed to support one another providing opportunities for rich and integrated learning experiences.



WORKBOOK

### Transdisciplinary - English & Communications & ICT



17

## What are the implications for my teaching?

# What new learning have I experienced today?



WORKBOOK

## Key message 4

Students centred activities should be used to highlight and develop the interdisciplinary nature and functionality of spreadsheets created in ICT with relevance to daily life and throughout other subjects in the the LCA programme.

## Search versus Research



*'...engagement with authentic relevant contexts promotes independent research activities in which students are required to access a wide variety of external materials communicated in a variety of ways.'*  
Pg 14, Intro To ICT

*Online research requires and builds analysis and interpretation skills. Students need to read a wide range of information sources. Students are required to express and share their opinions and to hypothesise.'*  
Pg 14, ICT Specialism'

## What are the implications for my teaching?





# Slido questions for today

Active poll 0 👤

### What do you hope to get from today's seminar?

Event code 2082477

## Session 3

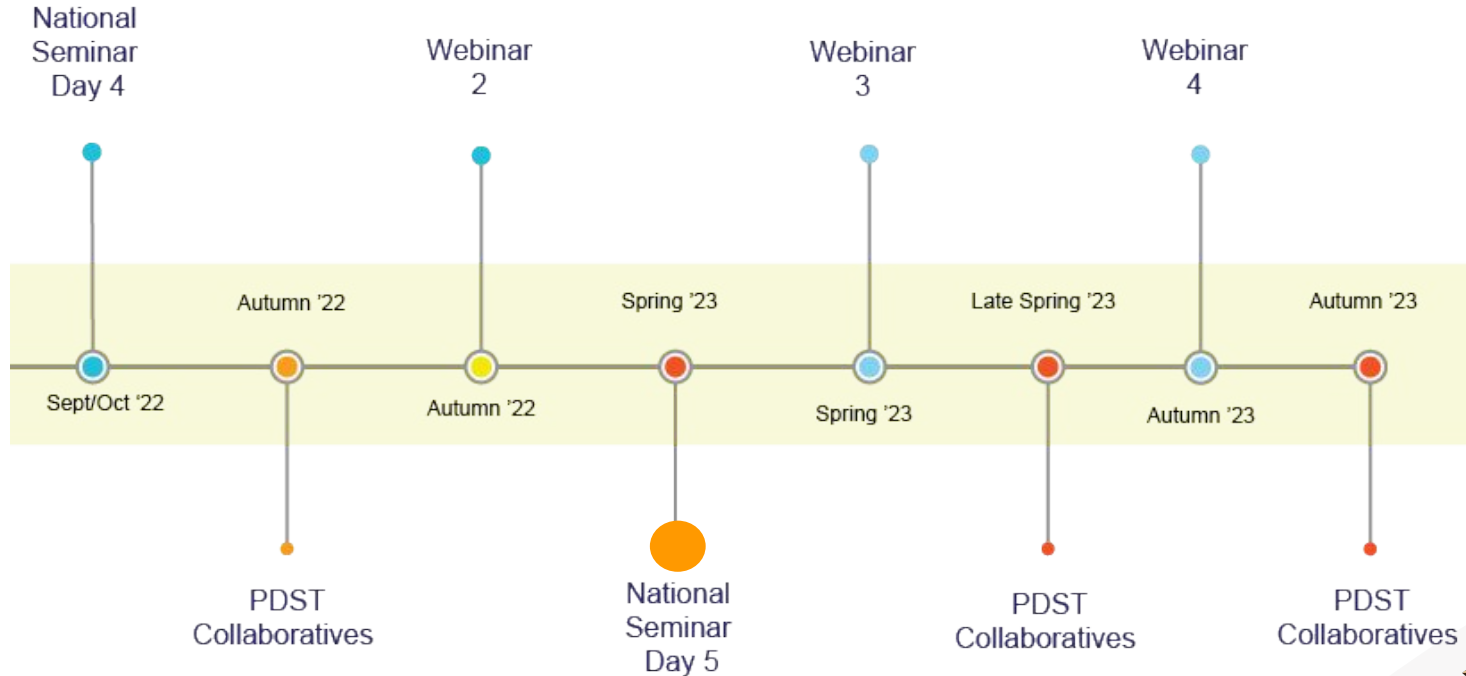
**By the end of this session participants have:**

considered how to effectively search and use information gathered online.

explored emails in relation to the module descriptors.

reflected on the key messages from today's seminar and what it means for your practice.

# CPD for the revised module descriptors





# ICT Day 5

## End of session 3