

Information and Software Technology Years 7–10 Life Skills unit: School events in digital

Unit title: School events in digital

Description: This unit introduces students to a variety of digital media. Students learn to operate a variety of computer hardware and software in the creation of a multimedia presentation to record a significant school event. Safe and responsible use of materials, tools and techniques by students is essential in the Information and Software Technology course. Teachers should consider this when delivering this unit of work. *Learning activities address selected 'learn about' and 'learn to' statements within the Life Skills content of the syllabus and may be prioritised and selected to suit the needs of students. The unit provides a range of ways in which students may engage in learning activities and students should participate at a level appropriate to their abilities and interests.*

Life Skills Outcomes

A student:

- LS.1.1 uses information and software technology to participate in and manage their environment
- LS.1.2 uses a range of hardware
- LS.1.3 uses a range of software programs
- LS.2.1 uses information and software technology in solving a range of problems
- LS.2.2 evaluates information and software technology solutions
- LS.4.1 explores the impact of past, current and emerging information technologies
- LS.5.1 demonstrates communication skills in the development of information and software technology solutions
- LS.5.2 uses collaborative skills in the development of information and software technology solutions
- LS.5.3 uses a variety of techniques to present information and software technology solutions.

Resources

Software: word-processing, graphics, internet access

Hardware: personal computer, digital camera, voice output device, scanner, printer, data projector, adaptive technology

| | | | |
|---|---|--|---|
| Links | | A student: | |
| A student: | | Graphics Technology | |
| Design and Technology | | LS.1.2 undertakes graphical presentations to communicate ideas | |
| LS.5.2 | uses a variety of techniques to present design solutions | LS.2.1 | recognises appropriate techniques for a variety of projects |
| LS.6.1 | selects and uses appropriate processes and techniques in the context of producing design projects | LS.4.1 | uses computer-based presentation techniques |
| LS.6.2 | participates in producing design projects | LS.6.1 | recognises the use of graphics technology in a variety of contexts |
| English | | Industrial Technology | |
| ENLS-2A | communicates for a variety of purposes, audiences and contexts | LS.4.1 | uses a variety of communication techniques in the context of undertaking projects |
| ENLS-5A | recognises and uses visual texts, media and multimedia in a range of contexts | LS.5.1 | uses skills and processes in a variety of contexts and projects |
| ENLS-9A | composes texts for a variety of purposes and audiences | LS.6.1 | evaluates the success of projects |
| Food Technology | | Languages | |
| LS.4.1 | gathers and uses information from a variety of sources | LS.MLC.3 | explores ways in which meaning is conveyed by spoken language |
| LS.4.2 | uses a variety of communication techniques. | LS.MLC.4 | explores ways in which meaning is conveyed by written language |
| | | Mathematics | |
| | | MALS-32MG | responds and uses the language of position in everyday contexts. |
| For students working towards Life Skills outcomes in regular classes, teachers may wish to link the activities in this unit with the Stage 5 unit ' Option 4, Digital Media Project ' in <i>Information and Software Technology Years 7–10: Advice on Programming and Assessment</i> (pp 41–48). | | | |

Focus: Exploring current and emerging technologies

Outcomes: LS.1.1, LS.4.1, LS.5.1, LS.5.3

| Students learn about | Students learn to | Integrated learning experiences, instruction and assessment | Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i> | Feedback |
|--|---|---|---|---|
| <ul style="list-style-type: none"> the ways in which information and software technology can be used to enhance daily life the ways in which information and software technology can be used to enhance daily life | <ul style="list-style-type: none"> recognise personal technology devices recognise that technology can be used to make choices and express preferences use personal technology devices for a variety of purposes | <p>Teacher</p> <ul style="list-style-type: none"> assists students to recognise and use their own personal technology devices to communicate and manage their environment assists students to recognise the impact of new and emerging technologies assists students to select information and software technology options to communicate about school events assists students in recording their involvement at each step of the design process in a folio. <p>Students</p> <ul style="list-style-type: none"> recognise their own personal technology devices. These may include: <ul style="list-style-type: none"> switch activated equipment voice output communication aids computer mobile phone pocket organiser use own personal technology devices to communicate for a range of purposes. This may include: <ul style="list-style-type: none"> requesting and rejecting protesting expressing emotions expressing needs giving information participating in conversations | <p>Recognition of personal technology devices may indicate <i>using information and software technology to participate in and manage their environment.</i></p> <p>Using personal technology devices to communicate for a range of purposes may indicate <i>using information and software technology to participate in and manage their environment.</i></p> | <p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> identification of personal technology devices demonstration of use of personal technology devices in the context of managing their environment. |

continued

Focus: Exploring current and emerging technologies (cont)

Outcomes: LS.1.1, LS.4.1, LS.5.1, LS.5.3

| Students learn about | Students learn to | Integrated learning experiences, instruction and assessment | Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i> | Feedback |
|---|--|---|--|---|
| <ul style="list-style-type: none"> • the impact of changing technology in school and community contexts • communicating effectively across a range of contexts in relation to developing solutions • using technology to present solutions | <ul style="list-style-type: none"> • explore the changes that technology has made to daily life • experience group discussions to find solutions • use a word processor/digital camera/video/ multimedia software to present information to a group | <p>Students</p> <ul style="list-style-type: none"> • identify ways in which technology impacts on daily life, in both the home and school. This may include: <ul style="list-style-type: none"> – identifying technology items that have improved communication between people, eg mobile phones, email – identifying technology items that have impacted on personal and group recreation and leisure activities such as television, Walkman, game boys, videos, digital cameras – including examples of identified items in their folio • establish and maintain a record of their involvement throughout the design project in a folio. Items in the folio may include: <ul style="list-style-type: none"> – photographs and/or other images of their participation at various steps – descriptions of their activities at each step – personal observations – data and information relevant to the project – personalised step-by-step plan to produce the project – evaluation of the project. | <p>Identifying the ways in which technology impacts on daily life may indicate <i>exploring the impact of past, current and emerging information technologies.</i></p> <p>Establishing and maintaining a folio may indicate <i>demonstrating communication skills in the development of information and software technology solutions and/or using a variety of techniques to present information and software technology solutions.</i></p> | <p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> • identification of the ways in which technology impacts on daily life • recording of their participation in the design process in an appropriate format. |

Focus: Selecting a design project

Outcome: LS.2.1

| Students learn about | Students learn to | Integrated learning experiences, instruction and assessment | Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i> | Feedback |
|--|--|--|--|--|
| <ul style="list-style-type: none"> • matching appropriate technology strategies to a specific problem | <ul style="list-style-type: none"> • select an appropriate strategy for a given problem | <p>Teacher</p> <ul style="list-style-type: none"> • assists students to select a significant school event to record using information and software technology • assists student to select appropriate information and software technology to record the school event. <p>Students</p> <ul style="list-style-type: none"> • explore appropriate information and software technology options for communicating about school events. This may involve: <ul style="list-style-type: none"> – indicating events which are of particular interest – making suggestions about the best ways to communicate about school events, eg digital photographs to show students enjoying lunch time, audio recording of a school assembly, video of dance performance, multimedia presentation of school camp – suggesting items of computer hardware and software to undertake the project. | <p>Exploration of appropriate information and software technology options to communicate about school events may indicate <i>using information and software technology in solving a range of problems.</i></p> | <p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students' consideration of a wide range of technology solutions and guide identification of appropriate technologies for the particular purpose of recording a significant school event.</p> |

Focus: Following the plan to produce the project

Outcomes: LS.1.2, LS.1.3, LS.2.2, LS.5.3

| Students learn about | Students learn to | Integrated learning experiences, instruction and assessment | Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i> | Feedback |
|---|--|---|---|--|
| <ul style="list-style-type: none"> • how a variety of hardware and software can be used for a range of purposes in a variety of school and community contexts • the range and type of hardware which can be accessed in school and community contexts | <ul style="list-style-type: none"> • operate a range of hardware/software • use a range of hardware/software for a variety of purposes in a range of contexts • recognise a range of hardware • use a range of hardware/software for a variety of purposes in a range of context | <p>Teacher</p> <ul style="list-style-type: none"> • demonstrates and explicitly teaches students to operate a range of hardware and software, eg digital and video camera, audio recorder, computer peripherals such as scanner • assists students to develop a step-by-step plan to produce the multimedia presentation of the significant school event. <p>Students</p> <ul style="list-style-type: none"> • follow a step-by-step plan to record the identified significant school event • use a range of hardware and software to develop a multimedia presentation of a specific school event in response to teacher demonstration and instruction. This may include: <ul style="list-style-type: none"> – taking photographs – recording video footage – scanning photographs/images into computer – downloading digital images to computer – adding graphics/text to images – recording music – recording voice/environmental sounds – recording a commentary using a voice output/communication device – word-processing title, authors, publicity, acknowledgments | <p>Following the step-by-step plan to record the significant school event may indicate <i>using a range of hardware</i> and/or <i>using a range of software programs</i>. Using a range of hardware and software to develop a multimedia presentation of the school event may involve <i>using a range of hardware</i> and/or <i>using a range of software</i>.</p> | <p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> • following a plan to record the significant school event • demonstration of the use a range of hardware and software to develop a multimedia presentation that could include a digital camera, multimedia software and word-processing. |

continued

Focus: Following the plan to produce the project (cont)

Outcomes: LS.1.2, LS.1.3, LS.2.2, LS.5.3

| Students learn about | Students learn to | Integrated learning experiences, instruction and assessment | Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i> | Feedback |
|--|---|---|---|--|
| <ul style="list-style-type: none"> • how a variety of hardware and software can be used for a range of purposes in a variety of school and community contexts • using technology to present solutions <ul style="list-style-type: none"> • how a variety of hardware and software can be used for a range of purposes in a variety of contexts | <ul style="list-style-type: none"> • use a range of hardware/software for a variety of purposes in a range of contexts • use multimedia software to present information to a group • use a range of hardware/software for a variety of purposes in a range of contexts | <p>Students</p> <ul style="list-style-type: none"> • compile the final multimedia presentation. This may include: <ul style="list-style-type: none"> – selecting preferred images – sequencing – editing – adding text • present the slideshow to an audience using a data projector. Students may: <ul style="list-style-type: none"> – activate the application – monitor the presentation and cue slides – make adjustments to the presentation, eg volume, pace • make a permanent record of the presentation to share with others | <p>Compiling the final multimedia presentation may involve <i>using a range of hardware</i> and/or <i>use of a range of software</i></p> <p>Presentation of the slideshow may involve <i>using a variety of techniques to present information and software technology solutions.</i></p> <p>Making a permanent record of the presentation to share with others may indicate <i>using a range of hardware</i> and/or <i>using a range of software.</i></p> | <p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> • compilation of the final presentation • demonstration of appropriate skills in the presentation of the slideshow <p>Audience reaction provides feedback.</p> <p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’ identification of appropriate technologies for making a permanent record of a significant school event.</p> |

continued

Focus: Following the plan to produce the project (cont)**Outcomes:** LS.1.2, LS.1.3, LS.2.2, LS.5.3

| Students learn about | Students learn to | Integrated learning experiences, instruction and assessment | Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i> | Feedback |
|---|---|--|--|---|
| <ul style="list-style-type: none">evaluating a project in terms of available resources, time, cost, effectiveness | <ul style="list-style-type: none">evaluate strategiesmakes suggestions for improvement | Students <ul style="list-style-type: none">evaluate their project in terms of its effectiveness. This may include:<ul style="list-style-type: none">responding to feedback from others on the presentationresponding to questions such as ‘Were the processes you used for editing the presentation effective?’, ‘What did other people like about the presentation?’, ‘How could the presentation be improved?’recording in the folio the reaction of others to their presentationmaking suggestions in their folio about how the presentation could be improved. | Evaluating their project may indicate <i>evaluating information and software technology solutions.</i> | Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’ evaluation of their project in terms of its effectiveness. |