

**Cambridge International
Diploma
in
Teaching with ICT**

PLANNING



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Dear colleague

I am very happy to welcome you to the University of Cambridge International Examinations (CIE) and to the Cambridge International Diploma in Teaching with ICT.

CIE is the world's leading provider of international qualifications and assessments. We have a broad range of qualifications, created for an international audience, and recognised by universities, education providers and employers across the globe. As part of the University of Cambridge, CIE has a strong pedigree in development and research. We constantly review our provision and introduce new subject areas and qualifications. We also strive to improve the support we offer our network of registered Centres and utilise innovative technology for delivery, assessment and administration.

We have developed a Professional Development Diploma specifically focused on the use of ICT to support teaching and learning which is as relevant, reliable and rewarding as possible. The Diploma is a practice-based qualification and the syllabus and assignments provide a framework through which we can reliably assess candidates in any country. This allows candidates to demonstrate, in the context in which they work, that they can meet the performance standards described in the syllabus. The Diploma has been revised for examination in 2010 to ensure that the standards are based on many of the National Educational Technology Standards set out by the International Society for Technology in Education (ISTE) and UNESCO's ICT Competency Framework for Teachers.

Teachers are benefiting from quality professional development in Diploma Centres in various parts of the world. Our resources provide support to candidates and their trainers. It is very encouraging, and often inspiring to read Diploma assignments. They have come a long way in their thinking and their practice through their experience of the Diploma. They are developing rich insights into teaching and learning. They are excited about the future. They are becoming truly reflective practitioners.

We have produced this handbook to help Programme Leaders and their colleagues design and manage successful Diploma programmes. 'Success' can be measured in many ways. For us, the most important measure is that the Diploma should really enrich the process and enhance the outcomes of teaching and learning.

Thank you for your interest in the Diploma. I do hope that you and your colleagues will also enjoy and benefit from the Diploma and I look forward to us helping you along the way.

Kind regards
The Professional Development Team
CIE

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Contents

1	How the Diploma for Teaching with ICT works	7
	<i>This section explains the essential features of Diploma administration.</i>	
	Functions of a Diploma Centre	9
	Centre eligibility	10
	Diploma resources from CIE	12
	The Diploma route map	14
	Programme Leader – profile and role	16
	Contacting CIE	17
	Candidate registration and assignment submission	18
2	How to design your Diploma programme	21
	<i>This section describes the key points involved in planning and preparing a Diploma programme. You need to consider these points, and make your own design decisions, taking into account your objectives, context and needs.</i>	
	Types of Diploma Centre	23
	Centre management – working as a team	25
	Ten important programme planning considerations for any Diploma Centre	26
	Programme planning	27
3	Programme plans	35
	<i>This section sets out standard programmes to guide you in your own planning. You can use these to help you start creating your programme.</i>	
	Using the programme plans	37
	Module 1: Plan the use ICT in teaching and learning	39
	Module 2: Manage the use of ICT in teaching and learning	43
	Module 3: Assess teaching and learning using ICT	47
	Module 4: Evaluate and embed the use of ICT in teaching and learning	51

Please note:

This booklet is bookmarked. You can click on the Bookmarks tab on the left hand side of the document and this will bring up a list of all the important parts of the document. Then click on the part you would like to see, and you will move there instantly.

You will also find that the Contents page and pages in this has linked page numbers:

- On the Contents page, you can move instantly to a page of your choice, simply by clicking on the page number

e.g. [43](#)

We hope that these facilities will make the booklet as easy to use as possible.

SECTION 1

How the Diploma in Teaching with ICT Works



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Functions of a Diploma Centre

Centres are responsible for

- Ensuring the quality of professional development experiences and programme(s) leading to the Diploma.

The Centre provides the Diploma programme – which may involve some support from external agencies e.g. a local teacher training institution. We encourage Centres to use the resources from CIE as much as possible.

- Providing the personnel who design and manage the Diploma programme, and who train candidates in the skills and knowledge required by the Diploma.

While the roles need to be clearly defined (e.g. the Programme Leader), we do not expect these to be full-time. Members of the team involved with running the Diploma can have more than one role to play, e.g. the same person may be involved as trainer and as performance observer.

- Giving appropriate support to candidates as they prepare the assignments for the Diploma.

Support needs to be both to the group and to individuals, making the most of the experience, expertise and interests of staff within the Centre and the opportunities in practice for learning from each other.

- Managing sufficient and appropriate facilities for the Diploma programme.

Given the size of the Diploma group in the Centre and mode of operation, these facilities need to meet the needs of candidates and trainers, e.g. a learning environment which accommodates active learning using a range of approaches.

- Following the administrative procedures given by CIE for the Diploma.

CIE gives clear instructions and the Centre needs to ensure that candidate entries and assignments are completed and submitted according to these guidelines.

Centre eligibility

The Diploma in Teaching with ICT can only be run at Centres that have fulfilled CIE's requirements and received confirmation of their eligibility from CIE.

We expect Centres expressing interest in becoming Diploma Centres to have thoroughly read the information about the Diploma available on the CIE website, such as the FAQs and the documents on the Resources page e.g. the syllabus. Please check the appropriate pages linked to

<http://www.cie.org.uk/qualifications/teacher>

Once you have expressed your interest in offering CIE's Professional Development Qualifications, e.g. by completing and submitting the online enquiry form, you will be contacted by our Centre Support team with more details on how your Centre can become eligible. To summarise the process:

- A specific eligibility questionnaire will be sent to you by email asking for details on how you propose for the qualification programme to be run at your Centre.
- You should nominate one Programme Leader who will need to complete and submit the questionnaire to CIE.
- Based on the information provided in the questionnaire CIE will make a decision on your application to offer CIE's Professional Development Qualifications. You may be asked to provide further information at this point and revise and resubmit the eligibility questionnaire.
- You will be notified in writing that your Centre is granted provisional eligibility to offer CIE's Professional Development Qualifications. You will also be sent information on how the nominated Programme Leader should enrol on the Programme Leader Online Self-Study Course.
- On successful completion of the Programme Leader Online Self-Study Course, you will be notified in writing that full eligibility has been confirmed for your Centre to offer CIE's Professional Development Qualifications. Your Centre will then be able to make assessment entries and supporting resources will be made available on CIE Direct.

Institutions wishing to gain eligibility to become Diploma Centres need first to have completed their Centre registration. Please see

<http://www.cie.org.uk/aboutcie/centres>

The following diagram summarises the key steps in becoming a Centre for the Diploma.



Diploma resources from CIE

CIE provides the following resources for the Diploma

<i>Resource</i>	<i>Purpose</i>
SYLLABUS	Sets out the performance standards and assessment guidelines
SAMPLE ASSIGNMENT EXTRACTS	The sample assignment extracts indicate the nature of the evidence for assessment
PLANNING	This booklet provides guidance on how to design and manage a Diploma programme
GUIDE	Provides learning materials for use in programmes and the Programme Leader should hand a copy in its entirety to candidates at the beginning of a programme
MANUAL	Sets out the administrative procedures to be followed
TOOLKIT	Contains assignment templates, entry sheet and forms to be used in administration

The documents are made available stage by stage, to coordinate with the process of Centre eligibility and programme leader training, as follows:

Stage 1 (Centre interest and application)

On CIE's public website, at

<http://www.cie.org.uk/qualifications/teacher/level2/dipict/index.html>

- You will find the *syllabus*, *planning booklet* and *resource list*.

Stage 2 (Provisional eligibility and Programme Leader training)

- On the online course for Programme Leaders, as well as working with this planning booklet, you will be introduced to key points in the *Guide*, the *Manual* and the *Toolkit*.

Stage 3 (Confirmed Centre eligibility and Programme Leader accreditation)

- On CIE Direct, you will find all the current versions of the Diploma documents in the Support Materials folder for the Diploma.

The Guide provides advice and guidance on key points in the syllabus, readings, and suggested activities.

We have made sure the Guide corresponds to the syllabus and the assignments, and is easy-to-use and useful for candidates and trainers. We recommend you make as much use of the materials in the Guide as possible. The materials are generic in nature. You will adapt these materials where necessary for your context and for the needs of your candidates.

The Resource List recommends a number of readings and websites, which we think are generally relevant. As an introductory programme, the Diploma should involve an appropriate, manageable amount of time for the candidate in reading, research and reflection.

We assume you will also yourselves develop and provide suitable professional development materials and activities, to blend with the CIE resources. You will already have your own resources to hand and can develop new resources as necessary. We encourage you to be creative in finding and developing your use of resources.

Please make sure you and your candidates are thoroughly familiar with the **syllabus** and the **assignment templates**. The syllabus is the prime resource for the Diploma. The syllabus and assignment templates are the universal constant reference points for everyone involved in the Diploma.

The Diploma route map

While each candidate's and Centre's journey to the Diploma is going to be in some way(s) special and unique, there are essential milestones for all to pass on their journey.

These are, in sequence:

1. Becoming thoroughly familiar with the Diploma syllabus and its requirements.
2. Planning and preparing the Diploma programme that is best for the Centre and its candidates.
3. Carrying out this programme, making the most appropriate use of the CIE resources and combining these with local activities and resources developed and provided by the Centre.
4. Completing, submitting and passing the Diploma assignments.
5. When all four modules have been completed successfully, CIE issues certificates, stating the grade achieved (Pass or Distinction).
6. But certification is not the end of the journey, either for the individual or the Centre. The next step in the reflective cycle is evaluation – of the individual experience of the Diploma, of the effectiveness of the Diploma programme as currently designed, and of the way in which it is managed.
7. Evaluation thus leads on to the next round of professional development – for the individual the most appropriate next step in continuing professional development and for the Centre the start of a new (and improved) Diploma programme.

The following diagram presents this route map for the Diploma journey.



Programme Leader – profile and role

Every Diploma Centre must have a **Programme Leader**. Through the online self-study course provided by CIE, s/he will receive training and be accredited as a programme leader for the Diploma. This is to help ensure that each and every Centre for the Diploma is upholding a consistent quality standard.

The Programme Leader in the Centre is pivotal to the success of the Diploma programme.

CIE will communicate directly with the nominated Programme Leader in the Centre about Diploma matters.

Profile

The Programme Leader should have:

- Minimum of 5 years' practice as a teacher or trainer, holding appropriate (national) qualification
- Minimum of 2 years' responsibility as a team leader for other teachers/trainers
- Current responsibility for organizing professional development activities for colleagues and/or teacher/trainers attending the Centre's programmes.

Role

The Programme Leader is required to:

- Design and manage the Diploma programme(s) in the Centre so that individual and institutional needs are fully met
- Communicate all CIE information about the Diploma to candidates and colleagues involved in their support, so that they fully understand the Diploma requirements
- Coordinate candidates' professional development and their preparation of assignments to meet the performance criteria and assignment guidelines
- Ensure that the work contained in every candidate's submission is complete and authentic
- Ensure that the entry documentation is complete and correct
- Manage the attendance and work of other trainers, mentors and visiting speakers as necessary.

Only the Programme Leader is required to complete successfully the online self-study course, and should share the knowledge gained from the course with the rest of the programme team in the Centre.

Contacting CIE

CIE Customer Services is a team of staff dedicated to providing quick and accurate responses to customer enquiries. The team is able to receive enquiries from Centres submitted by telephone, email, fax or letter and aims to respond to all enquiries within 2 working days of receipt. Customer Services may be able to provide an answer to your enquiry immediately, e.g. if you want to know the current entry fee for the Diploma. Otherwise they will forward your enquiry to the appropriate manager in CIE, e.g. the Product Manager for the Diploma, and your enquiry will be given priority.

The Customer Services team can be contacted between 8.00a.m. and 5.00p.m. (UK time) Monday to Thursday and 8.00a.m. and 4.00p.m. on Fridays.

By telephone, CIE Customer Services should be contacted on +44 1223 553554. To help us to provide a response to your enquiry you will be asked for your Centre number, your name and the nature of your enquiry. For enquiries about the Diploma in Teaching with ICT, please refer to the syllabus number: **8995**.

By email, Centres may send enquiries to international@cie.org.uk. In order to ensure that your queries are dealt with promptly it is essential that you include your Centre number in the Subject Title of the email. You should also include the following information in the text of your message:

- Centre name and number
- Name of member of staff sending the message.

Faxes should be sent to CIE Customer Services on +44 1223 553558. You will need to provide:

- Centre name and number
- Name of member of staff sending the message.

Letters from Centres to CIE should normally be signed by the Head of Centre or designated deputy and addressed to:

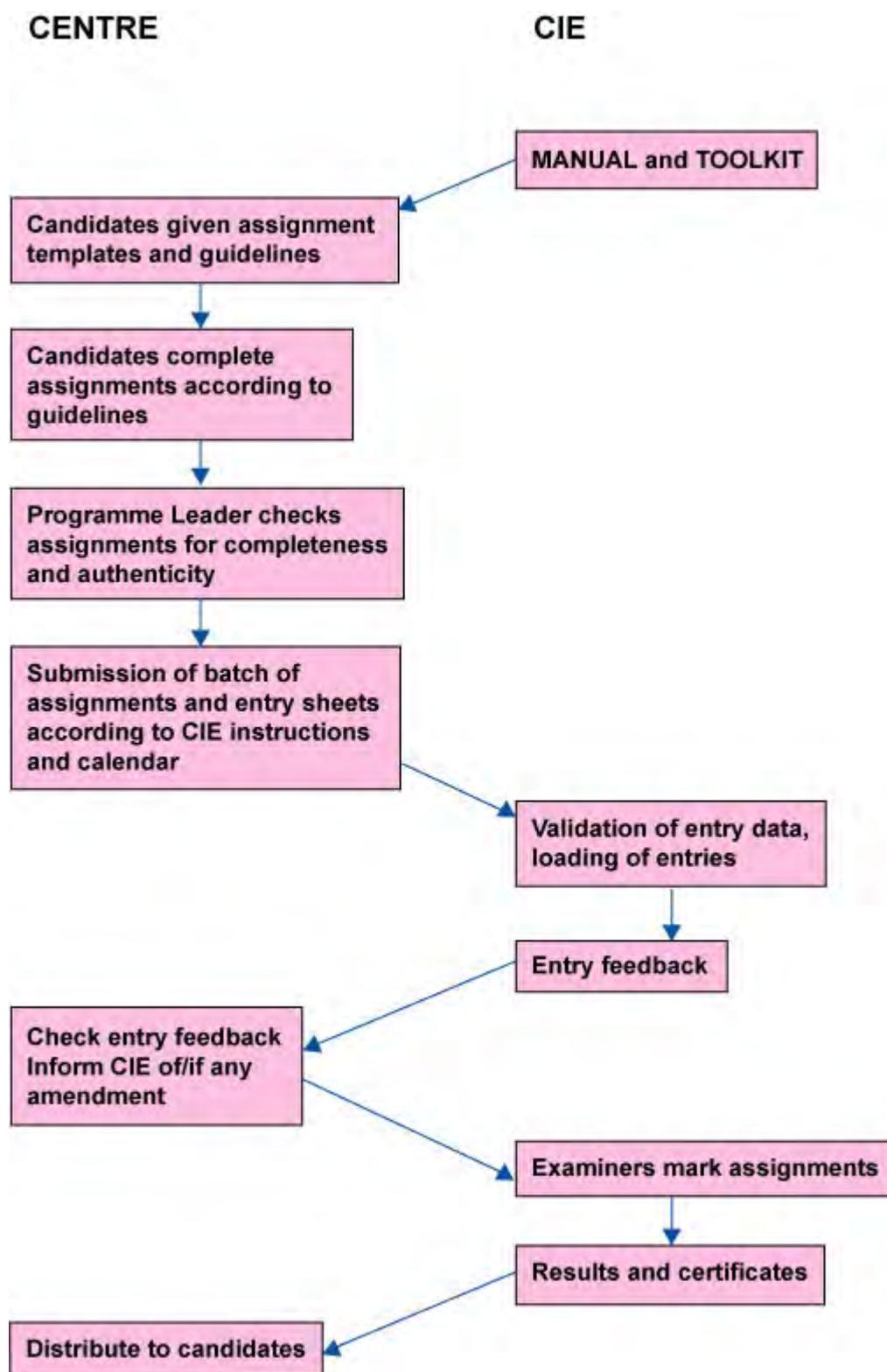
Customer Services
University of Cambridge International Examinations
1 Hills Road
Cambridge
CB1 2EU
United Kingdom

Candidate registration and assignment submission

One of the important aspects of the role of Programme Leader is to make sure that candidates are registered with CIE, and their assignments are submitted correctly according to the instructions given in the Manual and the Toolkit, e.g. assignments must be completed using the electronic assignment template provided in the Toolkit and submitted together with the candidate entry sheet via CIE Direct.

The diagram on page 19 presents an outline of the process.

Given that these and other essential operations are carried out using information and communications technology (ICT), Centres need to have the appropriate ICT facilities for staff and candidates, and the Programme Leader, the Diploma team, and candidates should be comfortable with using ICT (but do not have to be expert users).



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SECTION 2

How to design your Diploma programme



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Types of Diploma Centre

There are three kinds of Centre eligibility. For ease of reference we have assigned geometric shapes to these, e.g. when we describe suggested standard programmes in Section 3.

1. In-house only – the Δ Centre

- Many of our Centres are located in an individual institution, e.g. a school, college, or company, which runs the Diploma programme only for its own staff.
- For ease of reference we refer to this Centre as a Δ ('triangle') Centre.
- A Programme Leader is nominated. The Programme Leader will be responsible for setting out, directing, arranging and administering the Diploma as indicated in this Planning booklet and as required by the Diploma syllabus.
- The Centre can design and manage its own Diploma programme for Diploma candidates perhaps based upon the sample programme in this Planning booklet.
- Arrangements for mentoring and pair/group work are often easier to set up in a Δ Centre as those involved often know and work with each other and share a common work location. There are still opportunities to break up the familiar groups (organized by subject, faculty, age or experience) and this provides different working and study relationships.
- Note, too, that there are plenty of possibilities for 'branching out'. Visits to other Centres, schools, colleges and university departments can be arranged for interested groups or individuals. There may also be great value in attending exhibitions, conferences and seminars and arranging joint working with other educational institutions.

2. The training provider – the \diamond Centre

- Many of our Centres run the Diploma as an external programme for teachers and trainers. These programmes may be general, so that groups are of mixed background and working context, or specialised, perhaps tailored to a particular phase of education (e.g. primary or secondary education) or industrial area (e.g. construction or health and social care).
- These programmes are commercial, the participants and/or their sponsors paying programme fees to the Centre.
- For ease of reference we refer to this type of Centre as a \diamond ('diamond') Centre.
- A Programme Leader is nominated. The Programme Leader will be responsible for setting out, directing, arranging and administering the Diploma as indicated in this Planning booklet and as required by the Diploma syllabus.
- The Centre can design and manage its own Diploma programme for Diploma candidates perhaps based upon the sample programme in this Planning booklet.

- The size of \diamond Centres ensures a rich diversity of Diploma candidates. This diversity almost guarantees lively responses to activities and the promise of many new friendships in the making!
- \diamond Centres can employ the full range of methods for programme implementation and may already act as storehouses of experience and expertise and valuable sources of encouragement and inspiration.
- \diamond Centres may well become pro-active in organising conferences, exhibitions and events based on and around Diploma work.

3. The education authority – the \star Centre

- As the Diploma is becoming established as a leading international qualification for continuing professional development, a number of education authorities are using the Diploma in official training projects for teachers/trainers in institutions under their authority.
- The planning and management of the Diploma, as a key part of these large-scale and long-term projects, is particular to each project.
- For ease of reference, we refer to this type of Centre as a \star ('star') Centre.
- Typically, CIE and \star Centres work in partnership on the detailed planning and delivery of the Diploma in each project.
- In the rest of this Planning booklet, we focus on \triangle and \diamond Centres.

Centre management – working as a team

- Even in smaller Centres it makes good sense for the Programme Leader to act as a team leader, however informal that team might seem to be.
- It is entirely up to you how you set up this working group, which roles you allocate to whom, and how often you meet.
- We are none of us indispensable and so it is a good idea to have someone to ‘shadow’ you who at least knows what is going on and can cover in an emergency, share some of the work and act as a source of help and advice.
- You can also identify and involve the following people/roles:

- **Trainers** with appropriate experience and skills who can lead and help with workshops and activities in the Diploma in Teaching with ICT Programme.

The most experienced teachers may not necessarily themselves be the most effective trainers. Open-mindedness, ability to communicate with a wide range of people, understanding of adult learners, and enthusiasm are just as important as ‘pedagogic knowledge’.

- **Observers** who can attend Learning Sessions as required by the Diploma syllabus.

These should be senior professionals, preferably those who have undertaken this kind of task before. They need to be supportive, objective and able to provide helpful feedback. We have included advice about Performance Observation in the Guide.

- **Visiting speakers** who can make presentations, stimulate discussion and respond to questions.

Using visiting speakers is just one example of how Diploma programmes themselves should embody a wide range of teaching and learning approaches.

- There may be other roles which are relevant to your approach to the Diploma. For example, you may decide with your colleagues that each candidate is assigned a mentor. Such a mentor will be a more experienced colleague, already having the skills and knowledge defined in the Diploma, who can provide constructive advice and guidance along the way.
- In the early stages of introducing and establishing the programme you may find yourself tackling all or most of the above roles but it will enhance the quality of the programme offered by the Centre if you can attract others to help you with your work.
- The presence of a strong team will enable you to add diversity, quality and improvements to the programme(s) you offer.

Ten important programme planning considerations for any Diploma Centre

1. Access to resources

Check candidates' access to relevant professional development resources e.g. CIE resources, the Internet, PC (with 'office-type' suite), books and other reading matter.

2. Access to the programme

How easy/difficult will it be for candidates to participate in Centre-based Diploma activities? What kind of commitment will be required of them e.g. time, money, resources? Are any sources of funding available?

3. Times and venues

You will need to establish a time frame of training, study and activities based on your programme plan.

4. Travel and accommodation

Centres with candidates who are widely geographically spread will need to look at these issues. They may have a serious impact on the length and frequency of training sessions.

5. Supply of trainers

These may be selected, recommended or requested, volunteers or contractors but they must all be acquainted with the purpose and demands of the Diploma and the CIE standards involved.

6. The Diploma modules

Note that candidates may work at their own pace through the Diploma modules and may join your Centre at different times. So your training provision must be as flexible as possible.

7. Module requirements

Make sure you are thoroughly familiar with the overall requirements of the assignments as given in the introduction to the assignment guidelines in the syllabus e.g. about the size of the learner group and the number of learning sessions.

8. Links with CIE

Don't forget our website, and follow links provided! www.cie.org.uk

9. Programme plans

Use our standard programme plans provided on the online Programme Leader course by all means but don't be afraid to build upon them to suit your needs and the needs of your candidates.

10. Build on any previous experience

You may have accumulated experience of good practice from other programme-building exercises – don't be afraid to use this in the Diploma!

Programme planning

You should follow the principles and practice of the Diploma when you are designing your Diploma in Teaching with ICT programme! All the advice and guidance about programme planning, management, assessment and evaluation contained in the syllabus and the Guide is just as relevant to you when designing your programme.

Each of the four modules of the Diploma is divided up into a number of steps (performance criteria). Each of these steps requires candidates to demonstrate skills, knowledge and understanding. Structured activities will provide candidates with opportunities for putting their research into practice then to reflect upon its impact upon teaching and learning. You will find the clear framework of the Diploma syllabus and the assignments helps you to plan, manage, assess and evaluate. The specification of performance criteria correspond to the natural sequence of teaching. The assignments are based on this step-by-step sequence. You can safely plan the content and sequence of your programme using this step-by-step sequence, thus keeping pace with and making the most of your candidates' practice.

Let's have a look at each of these modules in turn.

1. Planning the use ICT in teaching and learning

If you are a **△** Centre, your learners are going to be your colleagues. Of course you know them well! But do you have a clear and accurate picture of how they might begin to plan for an ICT related activity within a teaching and learning context? Do your colleagues actually have sufficient opportunities for using ICT within a teaching and learning context with real learners? Don't assume, find out properly, carefully and thoroughly. One exercise that you may carry out in your institution is an audit to ascertain ICT knowledge and skills amongst your colleagues, using the Audit provided by CIE in the Diploma Guide materials. Use this information, together with the needs and objectives of your institution, to guide your plan.

If you are a **◇** Centre, your learners are going to be the kind(s) of teachers and/or trainers that you are planning to attract. Your Centre may be planning to cater for a specific niche e.g. primary or secondary school teachers. Always make sure you have done your research properly into the characteristics of the kind of group(s) you are going to reach out to. Your candidates are likely to have much greater opportunities for using ICT within a teaching and learning context but don't work on assumptions, find out the realities. Use this information, together with the needs and objectives of your institution, to guide your plan.

NB you should identify needs in a systematic and thorough manner not only at the design stage, but also at the start and during the programme itself. You will need to get to know your learners (better), identify their backgrounds and their learning needs.

- To help you with this we have included on page 28 a *candidate information form* which you might like to use with your Diploma candidates as they enrol on the programme. It may be used with or without an initial talk/chat/interview. You can modify or rephrase the form as suits your local needs and preferences.

Cambridge International Diploma in Teaching with ICT

CANDIDATE INFORMATION FORM

Your full name:								
Mailing address:								
Tel:								
E-mail:								
Your current employer:								
Mailing address								
Your professional qualifications								
Your experience of using ICT within a teaching and learning context								
Your ability to use a range of ICT resources? <table><tr><td><input type="checkbox"/> Different types of computer</td><td><input type="checkbox"/> Generic 'office type' software</td></tr><tr><td><input type="checkbox"/> Digital camera and video</td><td><input type="checkbox"/> Subject specific software</td></tr><tr><td><input type="checkbox"/> Scanners and other peripherals</td><td><input type="checkbox"/> Video conferencing</td></tr><tr><td><input type="checkbox"/> Internet and Web2 resources</td><td><input type="checkbox"/> Pod-casting, Web-blogs etc</td></tr></table>	<input type="checkbox"/> Different types of computer	<input type="checkbox"/> Generic 'office type' software	<input type="checkbox"/> Digital camera and video	<input type="checkbox"/> Subject specific software	<input type="checkbox"/> Scanners and other peripherals	<input type="checkbox"/> Video conferencing	<input type="checkbox"/> Internet and Web2 resources	<input type="checkbox"/> Pod-casting, Web-blogs etc
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<input type="checkbox"/> Digital camera and video	<input type="checkbox"/> Subject specific software							
<input type="checkbox"/> Scanners and other peripherals	<input type="checkbox"/> Video conferencing							
<input type="checkbox"/> Internet and Web2 resources	<input type="checkbox"/> Pod-casting, Web-blogs etc							
Your future plans to embrace ICT in teaching, learning and own CPD								

- It is quite normal for any Diploma Centre to have candidates from a wide range of educational and professional backgrounds. In addition to the personal details which will appear on your candidate information you should ask your candidates about:
 - their current role and responsibilities
 - the nature of the institution in which they work
 - their learners' age, phase of education, background(s).
- At the earliest stage possible you should check three essentials before the candidate proceeds. The candidates
 - must be currently teaching
 - must be able to submit assignments which are authentic and practice-based
 - should be informed that they have up to 3 years from the submission of their first assignment to complete the four modules of the Diploma.
- There are many reasons why practising teachers might choose to undertake the Diploma in Teaching with ICT. For example, to
 - enhance and update their own professional ICT teaching and/or training skills
 - enrich and expand their own professional understanding and knowledge
 - experiment with new and innovative teaching and learning techniques
 - test themselves against global performance standards
 - take new opportunities to enhance new technology in order to transform teaching and learning
 - expand their own professional development and career horizons.
- The candidates will use your Centre as a source of information, guidance and motivation.

2. Manage the use of ICT in teaching and learning

For **▲** Centres your candidates may find it difficult to deliver activities that involve the use of ICT to different types of learners within the one institution and with sufficient variety. It may be advisable to establish links with other learning institutions beforehand so that your colleagues will be able to put their planning into practice if this can not be achieved 'in-house'. Be prepared to offer support to your colleagues by observing training sessions. As a Programme Leader it is vital that you are able to give sufficient guidance and support to candidates so that planning can be developed sufficiently through to the management and evaluation phases. Availability of Centre resources will play a vital role in the success of the programme.

For **◇** Centres your candidates are likely to be in an excellent position to manage their planned use of ICT and it may be that a wide variety of teaching and learning contexts are explored. Again, as a Programme Leader it is advisable to familiarise yourself with the different learning environments that your candidates are likely to expose themselves to so that you can be in a stronger position to understand and assess their capabilities.

3. Assess teaching and learning using ICT

For **▲** Centres your candidates may be more limited in terms of the ICT available to assess teaching and learning. As the Programme Leader it is up to you to demonstrate how best to use what ICT they do have available in the most effective way to assess the learning of their learners. It is also advisable to check what your institution's policy is with regards to the Data protection Act and incorporate your findings into your programme. If no such policy exists then a discussion with Senior Management will be needed to ascertain how to approach this element of the programme.

For **◇** Centres, ICT resources may be more readily available to your candidates, however this does not mean that they know how best to use them to assess teaching and learning. It would be useful for the Programme Leader to research what their candidates have available and their prior experience in using ICT to assess teaching and learning so that it can inform the planning and delivery of the programme.

For both types of Centre, it would be helpful to provide guidance on the difference between formative and summative assessment, depending on your candidates and their experience, some may be well versed in these forms of assessment but others may be new to these concepts. It is essential that your candidates understand what they are and the differences between them before embarking on using ICT to assess teaching and learning.

4. Evaluate and embed the use of ICT in teaching and learning

For **▲** Centres your candidate's evaluations are likely to be limited by the teaching and learning opportunities, resources and institutional development of the Centre unless a wider range of learning contexts have been planned for. Encourage candidates to converse with professionals from different institutions and countries to broaden their perspectives and learn from others. There are numerous active forums available for teachers to participate in and explore creative applications of technology to improve student learning. As Programme Leader it is advisable to research these and choose ones relevant to your candidates to promote and demonstrate in the programme

For **◇** Centres your candidates are likely to relate the findings of their own research to their own professional practice and institutional development more easily provided the design of your Diploma programme has helped candidates to identify these at an early stage.

For both types of Centre, it could be helpful to provide additional prior support to candidates in how to carry out educational research in the use of ICT in teaching and learning. Remember that you will be working with a range of teachers, both in age and competence and for many, skills in carrying out effective research may have long since been forgotten!

A common weakness of some teachers is their inability to critically analyse their own personal skills, knowledge and understanding in the use of ICT through a self-audit. This is particularly relevant if those teachers are coming from a limited ICT background. Consideration and awareness of these issues through good design of the Diploma in Teaching with ICT will enable your candidates to make effective progress with this module.

Content and methods

There are two watchwords when planning content and methods for your programme – *balance* and *variety*.

Balance

Bearing in mind the varied learning needs of your candidates, make sure you achieve an appropriate balance - between

- different training approaches e.g. group workshops, one-to-one tutorials, self-study
- professional development activities and teaching practice
- elements in your programme, e.g. principles and practice of differentiation.

Variety

Make the most appropriate use of the range of techniques available.

For example, you can consider using:

- Presentations and follow-up exercises
- Visiting speakers and/or video conferencing
- Video Resources, Internet research, Pod-casts and Web-blogs
- 'Expert' panel Q&A
- Visit to a local schools
- Seminars
- Use of ICT teaching and learning websites (e.g. some of those recommended in the CIE Guide such as Becta)
- Visit to another Centre
- Group and/or pair work (see section 3 for more details)

The essential point is that the way you design and manage the Diploma in Teaching with ICT programme should fit with the needs, knowledge and skills and experience of your candidates.

For example, we know that individual learners have different preferred learning styles. So you should design your Diploma programme with this in mind. Teachers following the Diploma programme are themselves learners.

Variety does not mean complexity. Rather than planning for each session in the programme to include as many types of trainer- learner interaction as possible in the time available, consider carefully the learning objective(s) for each session, and with this focus select the most appropriate activities that will enable your candidates to relate to their own teaching and learning expectations. Keep it simple! Over the programme as a whole you will achieve a rich blend of activities, with sessions which are themselves coherent and form a sequence with a clear continuing thread.

ICT Resources

Concerning ICT resources, the watchwords are *range* and *appropriateness*.

- *range*

Given the number of candidates, has your Centre got a sufficient range of ICT resources to support the programme? A 'range of ICT resources' can and should be more than a computer and an office type software suite. All kinds of ICT can support teaching and learning - digital cameras, digital video, scanners, PDAs with global navigation, tablet PCs, projectors, chromo screen video technology, thinking skills software, animated software to support different curricular areas, music technology, interactive whiteboards, video conferencing, pod-casting, web-blogs and use of mobile phones? It is very much the aim of the Diploma to open up these wider horizons and to give teachers the opportunity to explore and experiment. You don't have to provide all of the above list, but you should as far as possible use the Diploma as an opportunity to develop the scope of 'ICT' within your Centre.

- *appropriateness*

Given the way you are deciding to approach the Diploma, are your resources appropriate to a teaching and learning context? For example, if you are planning to introduce innovative, cutting edge technology to your candidates, will they be able to recreate its use within the classroom in order to evaluate its impact?

- Resources include providing a library of relevant ICT related books, magazines, journals and news cuttings and arranging access to electronic resources (e.g. on CD-ROM and the Internet). Clearly the resources need to meet your candidates' needs. But they also need to be accessible.
- You also need to decide how to give equitable access to resources to all of your candidates, particularly if an innovative resource is in short supply but is deemed to be something that is likely to be a popular research object. Don't forget that many of your candidates could be totally unfamiliar with such a leading-edge resource and this could have a negative impact upon their planning, managing and evaluation of ICT in teaching and learning if they themselves have to master resources within a short time frame.
- You are in charge. You are responsible for selecting, organizing and setting out the resources. They need to correspond to the learning needs of your candidates, the learning objectives of your programme and the time that you have allowed.
- Although the best resources are those which encourage your candidates to go further – these have to be carefully balanced against their own knowledge, skills and competence.

Assessment of the Programme

Consider the following points:

- While the Diploma assignments form the summative assessment of achievement on the programme, you should consider the kinds of formative assessment which are going to help your candidates' progress. These formative assessments will also guide you during the programme in preparing the next stage in the programme, in order to meet specific needs which are emerging and to enable your candidates to develop.

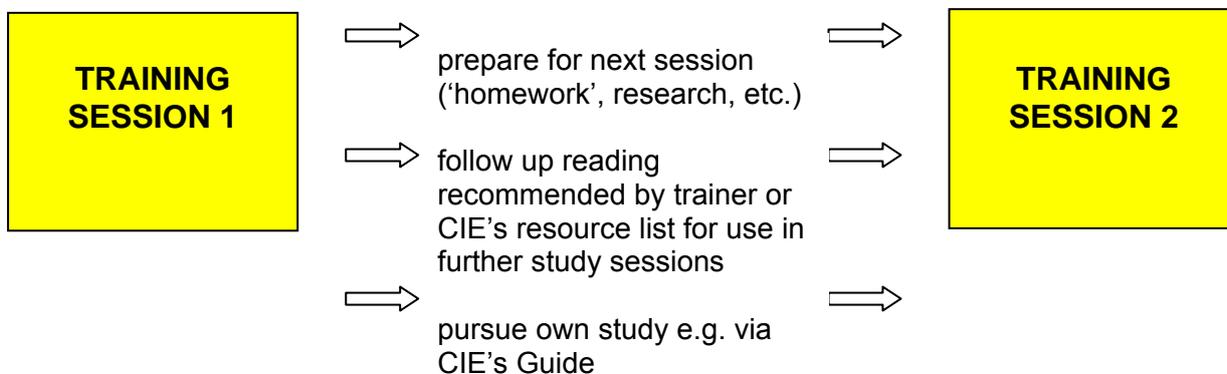
- Remember you are dealing with adults who are themselves teachers so be sensitive in your approach.
- In the Diploma we recommend that you consider a range of possible methods of assessment, and their advantages and disadvantages. Do the same as you design your Diploma in Teaching with ICT programme.
- It is important to be sure that your candidates have properly understood the assessment criteria and demonstrated appropriate skills, knowledge and understanding relative to their assignments but this does not mean setting formal tests of knowledge. For example you could set up a discussion group where candidates could reflect and talk about their experiences of ICT in the classroom and how their own institutional visions either support or create a barrier to teaching and learning.
- The Diploma in Teaching with ICT is practice-based. The way you assess is in itself a demonstration to your candidates of the way they can assess. In other words your Diploma programme should open their minds to the range of assessment approaches which are possible, and should encourage them when possible and appropriate to try new and different approaches that take advantage of new technologies, and to learn from these experiences.

Complete the programme plan

When you have drafted your Programme Plan, look at it critically. Think about these questions:

- Does your plan give opportunities for delivering the programme in a number of ways?
- Does your plan make sufficient use of available ICT resources?
- Does your plan reflect the needs, skills and knowledge base of your candidates?
- Are there sufficient opportunities for active learning?
- Are there sufficient opportunities for learning from experience?
- Is the balance and range of the programme appropriate to the needs of your candidates and Centre?
- Does your plan present any barriers to candidates in being able to make progress at their own rate?
- Does your plan take into consideration a range of institutions and learners?
- Is your plan firmly focused upon the use of ICT in a teaching and learning context?
- Does your plan allow for candidate evidence to be presented in a number of ways?
- Does your plan have sufficient formative assessment points built into it?
- Does your plan include preparing your candidates in how to submit assignments and the additional evidence required in each module?

The programme plan should focus on regular sessions. However, to ensure continuity and an appropriate pace of preparation, you must consider what candidates should do between training sessions, as in the diagram below:



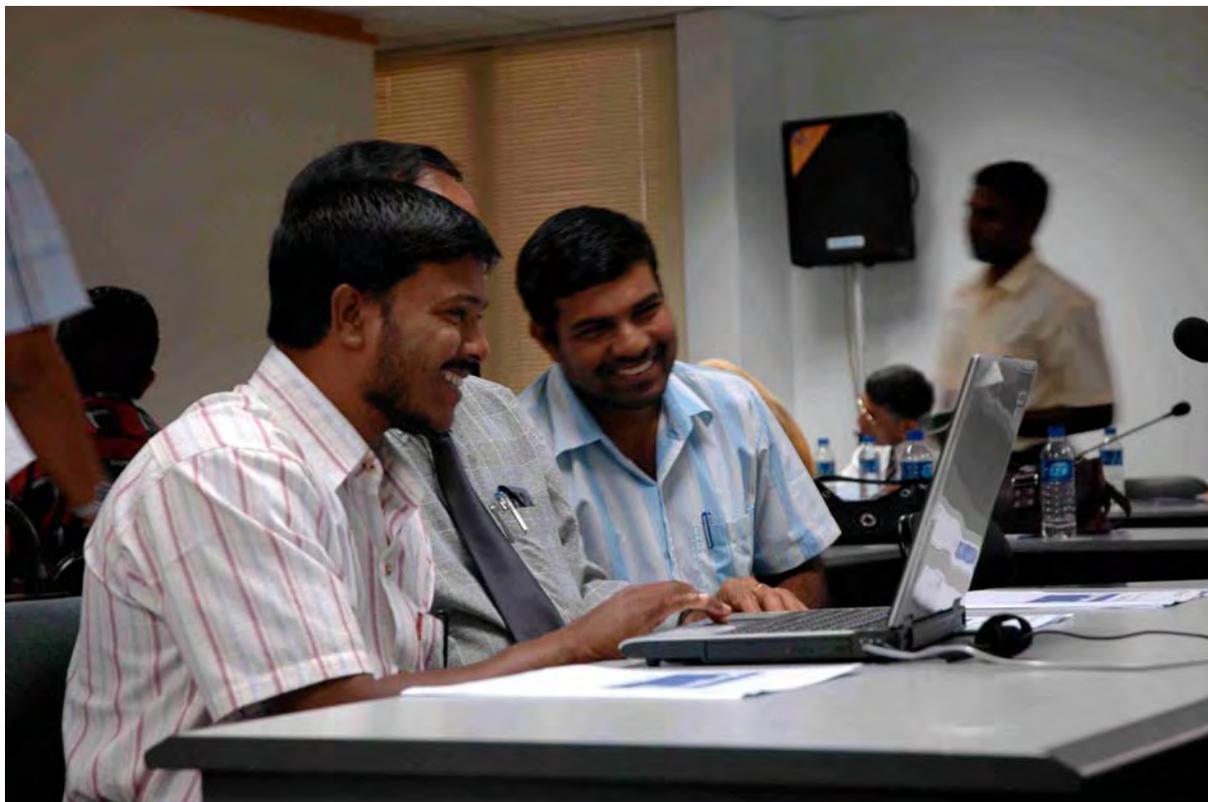
The key to the Diploma in teaching with ICT programme is the way in which you organise:

- training sessions, e.g. workshops, discussions, tutorials, groupwork
- personal study, e.g. research, reading, reflection
- practice, e.g. candidates working with learners in a teaching and learning context within their own institutions (or others)

so that the programme as a whole and the elements within it correspond to the planning, managing, assessing, evaluating and reflective activities that underpins the Diploma.

SECTION 3

Programme plans



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Using the programme plans

- Our programme plans are set out module by module for easy reference.
- On the first page per module is the **standard programme** which can be used by **Δ Centres**. On the second page per module are enhancements which **◇ Centres** will need to consider.

*(NB however that **Δ Centres** might feel able to borrow from **◇ ideas** and there is no problem with **◇ Centres** simply offering the standard programme.)*

- In each plan, you will find content (topics/themes) in the left-hand column, and activities and timing in the right-hand (shaded) column. Activities and timing can be varied to suit trainer skills and preferences and learner needs.
- After each module plan you will find exercises to try. This is sample content to put into your programme if it suits your learners needs. Please note that the Guide is the main CIE source of potential content for your programme, the activities here just provide a 'taster' of what is in the Guide.
- Useful additions to and imaginative variations of the programme are more than welcome but please note that they must be:
 - appropriate to the learner's (candidates') needs
 - relevant to the Diploma in Teaching with ICT syllabus
 - accessible to as many Diploma candidates as possible.
- It is difficult to be specific about timings/durations as local demands and conditions vary considerably. Regular training, however, helps motivation and concentration. Professional training also benefits from momentum, shared learning and, most of all, enthusiasm. These can all be lost if the programme is too lengthy.
- The balance and sequencing of training events and other contact between the Diploma team (trainers, mentors) and candidates, and the individual study and reflective practice and assignment preparation by the candidate is a crucial factor to consider in your programme design.
- Certain abbreviations are used in the programme plans. These are:

PL	Programme Leader	Q&A	Question and Answer
HOD	Head of Department	T/L	Teachers and Learners
WGT	Whole Group Teaching	IL	Individual Learning
CPD	Continuing Professional Development	RP	Reflective Report
T&L	Teaching and Learning	ICT	Information and Communications Technology

Δ Centres

Overview of the Syllabus

1. Introduction to all four modules	Introductory talk	1 hour
Overview of the Diploma Interrelated Objectives Method of Assessment Method of delivery / study Support material	Introduction to the syllabus Plan, manage, assess and evaluate cycle awareness Assignment templates Programme plans etc The Guide (including the self-audit and resources list) Sample Assignment Extracts	

Module 1 : PLAN THE USE OF ICT IN TEACHING AND LEARNING

1. Conduct a practical enquiry	Workshop	2 hours
Relevant ICT issues in teaching and learning Producing evaluative reports	Use the Internet to investigate worldwide issues & possibilities for ICT supporting teaching and learning	
2. Identifying opportunities for using ICT	Workshop	2 hours
Options for using ICT in relation to learners What is appropriate use of ICT in T&L? Benefits to be gained from using ICT Why justify the use of ICT in T&L? A consideration of the non use of ICT in T&L	Produce a list of suitable learning sessions where ICT could be used in different ways to support groups and individuals Produce a comparison table of the benefits of using ICT in identified T&L contexts	
3. Evaluating ICT resources for use by T/L	Workshop	2 hours
How can ICT resources support T&L effectively? Evaluating ICT resources for use by T/L Can ICT resources be used in many different ways? What really happens in a T&L session using ICT? Identifying issues in managing learning environments Providing feedback – making recommendations	Video evidence and analysis T&L activities that use ICT (UK materials would be very helpful here) A consideration of pedagogy – using ICT when it is appropriate to the learning situation How do Web2 technologies support learners in the classroom?	
4. Promoting and modelling digital citizenship	Workshop	2 hours
Identifying key issues	E-safety issues, implications for teachers / learners	
5. Developing a teaching and learning plan	Workshop	2 hours
Identifying learning aims and objectives Identifying teaching and learning activities Identifying opportunities for learners' skills Strategies for managing use of ICT Criteria for assessing learners' work	How to produce an effective lesson plan that considers differentiation, outcomes and opportunities How to recognise and develop learners' skills, how to design learning session plans that take into account different learning styles. Can ICT help?	
5. Reflective Practice	Workshop	2 hours
Institutional development Improving own professional practice Improving learners' capabilities	Review of interrelated objectives relative to candidate's own findings Discussion groups, use of video conferencing	

◇ **Centres**

Module 1 : PLAN THE USE ICT IN TEACHING AND LEARNING

◇ **Centres** can enhance the standard programme by adding more specialist sessions.

For example:

A. Preparing for the use of ICT in T&L	Lecture and Discussion	1 to 2 hours
The contribution of ICT to T&L	Visiting curriculum advisers / teachers / Web2 technologies	
ICT as a transformational tool	Teacher Training organisations	
Critical analysis of own knowledge and skills	Shared reflection of previous T&L experiences	
B. Evaluating resources for use by T/Ls	Workshop	3 hours
Hardware devices that can support T&L	Internet research / professional dialogues	
Software that can support T&L	Internet research / institution visits	
New technologies – video conferencing, podcasts etc	Internet research / conferences / exhibitions	
C. An analysis of different T&L organisations	Research and Visits	2 hours
Primary, secondary and FE settings	Arranged visits to local institutions	
Educational visions and ICT development plans	Visiting speakers, education officials, governments	
Using ICT in UK schools	Internet research / BECTA website	

◇ Centres can group sessions together to form day or longer residential programmes.

For example each of the following would make a good day's programme:

- sessions 1 + 2 + 3 + A + C
- sessions 4 + 5 + B

Try these exercises

- A.** Here are some useful tips that will help you to begin planning the use of ICT in a primary classroom setting:
- Use ICT as often as possible - in as many subjects as you can.
 - Aim to use an interactive whiteboard as often as possible so that learners can be engaged and absorbed in the technology.
 - Create a databank of flipcharts that include lesson objectives, session plans and are rich in resources such as video that you can instantly call upon.
 - Consider how you might use ICT to assess learners' performance at some point in the term.
 - Use short, sharp tasks - it takes a long time to get around the class, short tasks mean more regular access.
 - Establish routines - develop learner habits and build their confidence over time, let pupils take responsibility.
 - Become confident with a small number of quality software titles - don't attempt to use too much software, use what you know well. Plan: at medium and short term levels. Make it clear what learners will be doing and what ICT capability will be learned.
 - Link ICT to other classroom work wherever possible - Plan when to use the computer and when *not* to use the computer.
 - Teach pupils to use ICT - Interact positively with pupils at the computer (not just when problems occur).
 - Use checklists for pupil usage - Keep a record of which pupils have done which tasks (this is important evidence).
 - Keep a portfolio of pupil's work - Keep examples of what pupils have produced in relation to tasks.
 - Begin to consider ways in which you could use ICT to assess the progress of your learners.
 - Raise the profile - establish an ICT corner in the classroom - label the computer, use display to promote the program being used and the task to be done, demonstrate examples of work completed.

Reflect upon these tips and record how you might include some of these in your ICT planning relative to an identified year group and curriculum area. Identify tips that you know you can address on the strength of your existing knowledge and experience. Now identify the support you would need in order to address the other areas! Don't forget to consider any technical support that may also be available to you in your institution.

- B.** Identify one software resource that attracts you and could be used mainly by learners. Despite your enthusiasm, it is possible that there are obstacles elsewhere in your institution or department that are preventing you being able to move forward with fresh ICT ideas, for example funding and school policies. Consider the following questions and record your reflections on the following grid.

Question	Yes / No	Reasons
Are you aware of the potential that this software has in enabling creativity, collaboration, flexibility and a greater understanding in the learning and teaching environment?		
Is there a clear link between the purchase of this software and learning benefits for learners?		
Are other colleagues aware of how this specific software could be used in school?		
Are staff development needs considered when purchasing software?		
Do you need to evaluate the current software available within the school to support learning and teaching before you consider any new purchases?		
Do subject leaders or teams take a lead in evaluating possible ICT software rather than yourself?		
Are there particular social, moral or ethical issues surrounding the software that you need to consider?		
Are there implications for training of staff or learners before the institution can adopt the software?		
Has the software been selected by only one individual within your organisation?		
Does your institution have a curriculum development group that makes recommendations on the purchase and use of software?		
Can the selected software be replicated in the home by parents and learners?		

Δ Centres

Module 2 : MANAGE THE USE OF ICT IN TEACHING AND LEARNING

1. Promoting and modelling digital citizenship	Workshop	1 hour
Equitable access to resources The diverse needs of learners	Task – matching different types of ICT to different T&L contexts, their relevance and impact	
2. Managing the use of ICT in supporting WGT	Workshop	3 hours
Learning environment awareness, room designs Preparing materials for T/L use Using ICT to deliver a learning session Describing ICT resources and recognising skills The impact ICT can make upon organisations	Using design programs, video and digital cameras Creating ICT based resources Using interactive whiteboards and Web2 effectively Writing hardware and software evaluations for others Visiting speakers and Internet research	
3. Managing the use of ICT in supporting IL	Workshop	2 hours
Learning environment awareness, room designs Integrating ICT use with non ICT use in T&L Developing learners' skills in using ICT Identifying ICT skills of the learner and teacher The impact ICT can make upon management Does non use of ICT encourage other outcomes?	Using design programs, video and digital cameras Compare the results of two similar lessons - one that uses ICT and the other that does not. Has the use of ICT really made a difference? Visiting speakers, vice principals etc Video analysis. Discussions with learners & peers	
4. Responding to peer feedback	Workshop	2 hours
Identification of lessons learned from peers How feedback can modify lesson plans Comparing pre and post feedback advice	The role of line managers, appraisal systems and identification of potential barriers Integrating suggestions into learning session plans	
5. Responding to learner feedback	Workshop	2 hours
Identification of lessons learned from learners How feedback can modify lesson plans Comparing pre and post feedback advice	The role of learners, consideration of learning from their point of view When to accept / not accept learner feedback	
4. Reflective Practice	Workshop	2 hours
Institutional development Improving own professional practice Improving learners' capabilities	Review of interrelated objectives relative to candidate's own findings Discussion groups, use of video conferencing	

◇ Centres

Module 2 : MANAGE THE USE OF ICT IN TEACHING AND LEARNING

◇ **Centres** can enhance the standard programme by adding more specialist sessions.

For example:

A. Making key decisions	Discussion and Research	2 hours
Does curriculum planning incorporate ICT? Who should take a lead on ICT purchasing? Do institutions use ICT to promote a variety of T&L?	Analysis of lesson plans, schemes of work Research – what is a typical cost of ICT per learner? Visits subject leaders, HODs, vice principals	
B. Working with individual learners and groups	Workshop	2 hours
Planning resources with groups of learners Planning resources with individuals Are there real advantages to working in groups?	Devising project work with digital cameras / video Skill training requirements for identified software Learning outcomes – an analysis of standards	
C. Management Issues	Workshop	2 hours
Producing interactive lessons How can ICT best support learning environments? Health and Safety Considerations	Server based resources linked to whiteboards, Web2 Designing and justifying room layouts Research into organisational risk policies, e-safety	

◇ Centres can group sessions together to form day programmes. Combinations can be varied to suit local needs but

- sessions 1 + 4 + A would be a practical 'hands on' day
- sessions 2 + 3 + B or C would be a day focusing on underlying pedagogy

Try these exercises

- A.** Consider the following key questions relative to your own institution.
- Have you reviewed curriculum planning to incorporate ICT effectively?
 - Do subject leaders and teams take a lead in identifying opportunities for ICT to make an effective contribution to the delivery of schemes of work? How could your school facilitate the development of such an action?
 - Does your school have a curriculum map that supports the integration and contextualisation of discrete ICT teaching into curriculum subjects? Does this curriculum map provide opportunities for learners to apply their ICT capability?
 - Does your school have the resources to allow ICT to be integrated into the curriculum?
 - As a subject leader or teacher, are you aware of the different ways that ICT can support learning across the curriculum, including:
 - applying ICT capability in a subject context;
 - providing subject-based software to develop knowledge, skills and understanding;
 - providing specific and generic ICT hardware/peripheral resources to support subject learning;
 - providing resources to support personalised learning – for example, the use of integrated learning systems?

Carry out some internal research by talking to your senior colleagues and management teams. Try to find out what happens in other institutions in your area.

B. Do the learning environments that you have planned for meet your vision for learning and teaching? For example, have you carried out an audit of the ICT learning environments that are currently available in your school? Have you considered a range of Web2 technologies? Do you allow learners to engage in social networking sites in order to enhance the quality of their learning?

Are all of these environments:

- age appropriate?
- supporting learning and teaching styles being used?
- supporting specific curriculum use of ICT?
- providing comfortable, safe learning environments for learners?
- accessible in terms of equal opportunities, social deprivation etc?

Are there new ICT developments that you could consider in order to support further improvements in learning and teaching?

Who quality assures installations and maintenance of ICT resources?

What level of technical support does the school have in place? Does this support enable teachers to focus on learning and teaching?

Have you considered the place of mobile phone technology, virtual learning environments, Blogs, Wikis, Twitter, Skype, Facebook etc?

Consider each of these questions and record your answers.

Δ Centres

Module 3 : ASSESS TEACHING AND LEARNING USING ICT

1. Using ICT to undertake formative assessment	Workshop and discussion	2 hours
What is formative assessment and why use it? Why use ICT for formative assessment?	Internet research into ICT in learning environments Use of commercial ICT audit tools	
2. Using ICT to undertake summative assessment	Workshop and discussion	2 hours
What is summative assessment and why use it? Identifying assessment criteria Why use ICT for summative assessment?	Use data analysis tools to measure impact of ICT on learner performance Examine new leading-edge technologies	
3. Analysing and evaluating progress over time	Workshop and discussion	2 hours
Identifying aspects of learners' performance Other methods of using ICT to assess learners	Use data analysis tools to measure impact of ICT on learner performance	
4. Creating opportunities for peer assessment	Workshop	2 hours
How learners can assess each other's work How ICT can support peer assessment	Analyse through research the impact of ICT on teaching, learning and institutional development	
5. Promoting digital etiquette & social interactions	Workshop	2 hours
Precautions linked to storing of personal data Procedures followed when assessing personal data An appreciation of digital etiquette	The purpose of the Data Protection Act and how to safeguard access to data by authorised users across a global network and community	
6. Reflective Practice	Workshop	2 hours
Institutional development Improving own professional practice Improving learners' capabilities	Review of interrelated objectives relative to candidate's own findings Discussion groups, use of video conferencing	

◇ Centres

Module 3 : ASSESS TEACHING AND LEARNING USING ICT

◇ **Centres** can enhance the standard programme by adding more specialist sessions.

For example:

A. Examining specific assessment tools	Workshop	2 hours
Researching commercial assessment programs Looking at automated reporting systems	Comparing specific software with generic databases and justifying selection / use	
B. Considering assessment for learning	Workshop	2 hours
Providing meaningful feedback to learners Understanding value added data trends Using assessment to set targets	How on-line assessment can be effectively used Using ICT to track progress over time How to develop intervention strategies for learners	
C. Evaluating Web2 technologies for assessment	Workshop and discussion	2 hours
Looking at the role of distant monitoring using VLEs The use of learner portfolios and accessibility Using ICT to create open assessment forums	A consideration of how Web2 technologies can provide a rich diversity of learner assessment and feedback	

◇ Centres can group sessions together to form day programmes. Combinations can be varied to suit local needs but

- sessions 1 + 2 + A would focus upon the role of assessment manager within institutions
- sessions 5 + B + C would focus on new technologies and their impact upon e-safety

Try these exercises

- A.** Consider innovative, less formal ways of using ICT to assess learners.

For example, as an alternative to specific or generic software, digital cameras and video can be used in teaching settings for observation and assessment. This has the advantage of improving both the ICT skills and the observational skills of practitioners and changing practice. There has been much research carried out in this area.

Some teachers have used a digital camera to record learning journeys for their children and report a greater understanding of children's learning as a direct result of taking photographs. Teachers have successfully used baby monitors as well as cameras to observe and assess groups of children from a distance.

Some projects investigated the use of more complex ICT devices. For example, using video can be useful especially for observing and analysing behaviour. Some teachers have found that videoing had an effect on their own practice as well as its use as an assessment tool

Some schools have trialled the use of pocket PCs for assessment to record writing, moving and still pictures and sound. Their aim was to make electronic records that would feed into assessment profiles. However, the pocket PCs were not popular partly because of the time needed to become familiar with the equipment but also because of the time needed to view, listen to and transcribe the recordings.

Another approach is to use digital movie cameras and digital recorders to involve children in their own assessment – this can be quite empowering. Such practice has been shown to help not only children's language development but also to improve their ability to reflect on, and contribute to, their own assessment. Many case studies have found that using ICT enabled them to share observations and work with parents, but some made it a particular focus of the research.

One school now uses e-portfolios to share work with parents. In other schools, parents were given PDAs (personal digital assistants – small hand-held recording devices) instead of a paper-based scrapbook to record their children's learning. One mother reported that recording with a PDA helped her notice patterns in her child's play, while her child used it to help her recount to people what she and her mother had done. Some schools have looked at whether using Virtual Learning Environments (VLEs) was an effective way of sharing information with parents.

Many of these Case Studies can be found on the UK's Standards Website:

<http://www.standards.dfes.gov.uk/>

These Case Studies may be of great interest to all institutions and will provide a good starting point for discussion and experimentation with using ICT to assess learners in this rich and fulfilling way.

Carry out your own research and investigate some of these alternative methods of using ICT to assess children. Produce a report for other colleagues in your institution to consider.

B. Use ICT to support Assessment for Learning (AfL)

Consider for a moment how ICT is used in your school to support AfL.

Ask yourself whether ICT is being used by teachers to give feedback that is personalised and direct to individual children in your institution. For example, are teachers able to use ICT to annotate work and to highlight successes and areas for improvement? Are they making good use of options within word processing or spreadsheet software to give feedback to children by using:

the highlighter tool;
tracked changes;
callouts or text boxes?

The different colours of the highlighter pen can signal to the child the successes and areas for improvement against the learning objective. This feedback helps children to recognise what they need to work on, but they no longer have to start the work again because the annotations made by the teacher can easily be removed. Once amendments such as these have been incorporated or rejected, the end product is free of highlighted feedback and the process may be repeated as children continue to refine their work.

In what way are children in your school taught how to evaluate, amend or adapt their work? Do teachers model the process using children's own work to show them what they need to do in order to be successful, for example showing children how to deconstruct text or even just present their finished article?

With ICT, children's work can be scanned and displayed and annotated as part of the modelling process. If an interactive whiteboard is used, this work can then be viewed by the whole class and children can contribute to the improvements in a whole-class setting.

Some schools now also use a "Visualiser" which enables an instant copy of work from children's exercise books to be displayed so that the teacher can mark key features against a checklist or the learning outcomes that were shared with the class at the start of the lesson.

For those children who may struggle to read comments, have teachers considered using recorded voice feedback within tracked changes?

Investigate whether your institution is using ICT to support Assessment for Learning. Produce a report that highlights the advantages of doing so.

C. Use ICT to support Peer Evaluations

Are teachers in your school experimenting with ways that children can use ICT to support peer and self-assessment?

Using a split screen option allows children to be provided with a checklist on screen that they can use when assessing both their own work and the work of others.

This could be used with response partners or in the plenary. Too little use is made of the split screen facility.

Some groups of small schools have developed evaluation partners who operate via email. Children have email partners in other schools who work together to evaluate one another's work. In the context of a small school where there may be only a few children in each year group, this allows children to have ongoing discussions about their work with children of the same age.

Set up E-Pals for children in your own institution so that they may begin to use ICT to support peer assessment. Evaluate the resource. E-Pals can be located at:

<http://www.epals.com/>

D. Evaluate personalised online learning space – online portfolios

A key feature of ICT is the way that assessment evidence can be collected during the learning process and stored for analysis and how it can demonstrate progress over time.

Do learners in your institution know that they can store work that they feel represents a significant achievement in their online learning space? Are parents made aware that they can see their children's improvements online without waiting for parents' evening? Are children taught how to use their online learning space for their homework? Do they submit their tasks online? ICT can be highly motivating in encouraging children to complete homework.

Teaching Assistants in mainstream and special schools can record children's work so that children with special educational needs can share their successes on a regular basis with their parents, for example, using a digital camera or scanner.

Now consider how ICT could be best employed to support and enhance AfL in your institution.

- To what extent are these practices already in place in your school?
- What would be the next steps you would need to take to develop the use of ICT in this way?
- Agree a timetable for implementing some of these ideas and a list of expected outcomes that can be used to evaluate the use of each ICT resource in supporting AfL.
- What training do you need? Invite an Advisory Teacher for ICT to run a staff meeting training session on "How ICT can be used to support AfL".
- Agree a time to share observations on the impact of using ICT in this way.

Δ Centres

Module 4 : EVALUATE AND EMBED THE USE OF ICT IN TEACHING AND LEARNING

1. Evaluating the effectiveness of ICT in T&L	Workshop and discussion	2 hours
The impact of ICT upon learning outcomes The benefits and disadvantages of using ICT	Case study investigations into the role of ICT to support teaching and learning	
2. Interacting with colleagues to share ideas	Workshop and discussion	2 hours
Reflecting upon findings, assessing impact Engaging with peers in professional dialogues	The benefits of sharing expertise and knowledge across institutions, realistic solutions and ideas	
3. Engaging in professional growth & leadership	Workshop and discussion	2 hours
Reflecting upon feedback received and evaluating how to positively evaluate feedback received Demonstrating how actions can be taken forward	How to critically evaluate lessons, self-assessment using digital video and ICT to support this process How to formulate institutional action plans	
4. Promoting and modelling digital citizenship	Workshop	2 hours
Using ICT to remotely engage with colleagues Appreciation of international communication barriers Producing evidence of professional dialogue	The value of professional discussion forums Digital etiquette and e-safety, communication conventions and responsibilities	
5. Reflective Practice	Workshop	2 hours
Institutional development Improving own professional practice Improving learners' capabilities	Review of interrelated objectives relative to candidate's own findings Discussion groups, use of video conferencing	

◇ Centres

Module 4 : EVALUATE AND EMBED THE USE OF ICT IN TEACHING AND LEARNING

◇ **Centres** can enhance the standard programme by adding more specialist sessions.

For example:

A. Presenting findings to leaders and managers	Workshop	2 hours
Using ICT to produce quality reports	How to produce influential reports to line managers and initiate institutional change	
B. Influencing government decision makers	Workshop	2 hours
Accepting how future direction does not always need to be 'top down' and how other teachers have shaped education internationally through classroom research	How to share good practice with local government agencies and education ministries – how to provide an 'institutional voice'	
C. Enhancing own professional development	Workshop and discussion	2 hours
Investigating CPD programmes, local inset opportunities, role of conferences and exhibitions future career paths in schools	Planning for the future – an analysis of own skills and the formulation of a personal action plan	

◇ Centres can group sessions together to form day programmes. Combinations can be varied to suit local needs but

- sessions 3 + A + B would focus on wide opportunities for influencing key people
- sessions 2 + 4 + C would focus on narrower, institutional growth for individuals

Try these exercises

A. Here are some suggestions that could promote an institution as making effective use of ICT:

- All staff work towards ensuring that learners are confident and capable users of ICT.
- Staff have considered the place of ICT capability in facilitating a learner's ability to work independently within and across subjects.
- A key person monitors ICT capability across the institution.
- Capability levels are supportive of the institution's wish that learners should use ICT as a tool to support their learning.
- All barriers have been identified that prevent learners using ICT as a tool.
- All staff produce cohesive plans that reflect the development of ICT skills, knowledge, understanding and opportunities for application.
- An ICT capability map of expectations exists that staff can use to plan and develop appropriate curriculum-based activities.
- All staff are aware of the need to develop learner's ICT capability across the range of ICT resources that they may need to engage with.

Paste the above suggestions into a table then try to add a further five of your own that are relative to your own institution. For each suggestion, indicate whether this quality exists together with what proof there is to support your judgements. For each quality that does not exist, identify the barriers that prevent this from happening together with what needs to change in order to make this a reality over the next twelve months.

B. Perhaps you feel that the current use of ICT in your institution is already providing added value in terms of supporting the raising of standards and providing enriched learning opportunities for learners.

Here are some key questions that you could carry out some research on:

- Does the use of ICT feature in your institution's current improvement plan and/or subject development plans?
- Do these plans reflect your vision or will they need adaptation?
- Are targets for the use of ICT to support teaching and learning included in your institution's plans?
- Is ICT embedded in current schemes of work or curriculum plans?
- To what extent do any of your subject leaders have an understanding of how ICT can enhance learning?
- Has time been set-aside for the ICT subject leader to work with other subject leaders in order to assess areas where ICT can make a valuable contribution to the teaching and learning process?
- Who is responsible for managing changes in the use of ICT in your institution with regard to ICT developments and purchasing resources?
- Is there an ICT team that leads innovation in your institution and is this desirable?
- Do *you* have a model for promoting innovation?

- C.** Try to consider the wider aspect of using ICT in teaching and learning with regards to some of the latest technology. For example, are your colleagues aware of 'managed electronic community projects' or 'virtual learning environments' that they and their learners can be involved in without having the pressures of managing the elements of these services? Are your colleagues who may set problem solving tasks aware of relevant on-line scenarios that learners can access and that give feedback?

Investigate the following two websites and record your reflections. For each organisation, try to identify the potential impact that this may have upon teaching and learning in your own institution.

I-Net

<http://www.ssat-inet.net/resources/ictregister.aspx>

GAID

<http://www.un-gaid.org/>

Dear Colleague

I hope you have found, and will continue to find this Planning Booklet helpful.

Please let CIE know if there are questions which you still have about designing your Diploma programme. Also do let us know of any suggestions you may have for improving this Planning booklet.

Design is the first stage in the teaching cycle. Once you have started your Diploma programme, and are putting it into practice, I am sure you will have questions to ask of CIE and points to make to us! We are always happy to hear from our Diploma Centres, and will be looking for opportunities to enhance the Diploma.

We look forward to hearing from you.

Wishing you great success with your Diploma programme

Kind regards
Professional Development Team
CIE

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