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## SECTION 1: OVERVIEW OF THE DIPLOMA

### 1.0 Introduction

The Cambridge International Diploma in Teaching with ICT is for everyone in a teaching role who needs to develop skills, knowledge and understanding in using ICT resources to support teaching and learning.

In today's world of flexible and lifelong learning, all teachers are finding that ICT is becoming pivotal to the teaching and learning process. This Diploma recognises the benefits teachers will gain by becoming more effective in teaching with ICT resources, not only fulfilling their own professional goals but also enhancing their learners' capabilities and contributing to the success of their institution.

The skills, knowledge and understanding involved in teaching with ICT are generic and transferable. The Diploma enables candidates to work in contexts which are most relevant to them, while addressing these generic performance standards. Thus the Diploma is accessible to teachers in all areas and all levels of education and training.

### 1.1 Aims

The aim of the Diploma is to assess a candidates' ability to demonstrate skills, knowledge and understanding in a range of teaching activities using ICT.

The Diploma enables candidates to develop and demonstrate skills, knowledge and understanding in:

- **Planning** to use ICT resources to support teaching and learning
- **Managing** the use of ICT resources in teaching and learning
- **Evaluating** the effectiveness of ICT resources in supporting teaching and learning

Candidates are encouraged to take a creative and forward-looking approach in their use of ICT resources. The effective use of ICT in the learning environment can make a real difference to learners' capabilities, and this goal lies at the heart of the Diploma.

Note on terminology

***Teacher** is used as the standard term in this syllabus, to refer to a person (eg 'teacher', 'trainer', 'tutor'), responsible for the planning, managing and evaluation of learning programmes for **learners** (eg 'pupils' or 'students' or 'trainees'). Where appropriate the teacher preparing for this Diploma is referred to as the **candidate**.*

## 1.2 Target Group

The Diploma is intended for teachers in educational establishments, training organisations and companies. They can be full-time or part-time. Their teaching role may be their only responsibility or one of a number of responsibilities they have within their institution. The Diploma has been designed to be flexible, so that candidates from a variety of teaching environments have equal opportunity to demonstrate their skills, knowledge and understanding. These environments can range across teaching subject (from general to technical and vocational programmes), phase (from primary to higher education, and from basic to advanced training) and age of learners (from children to adults).

Some teachers may be referred to as ICT 'specialists', having direct responsibility for ICT and dedicated ICT skills programmes within their institution, while others may be referred to as ICT 'generalists', using ICT within their subject teaching. This Diploma is as relevant to the ICT generalist as to the ICT specialist - it is intended for all those who need to become more competent, confident and capable in teaching with ICT. Candidates wishing to develop, and be accredited for, their skills in operating ICT applications, are recommended to enter for the Cambridge International Diploma in ICT at the level appropriate to their particular needs.

## 1.3 Diploma Structure

The Diploma is based on three Modules, which correspond to key stages in the teaching and learning cycle.

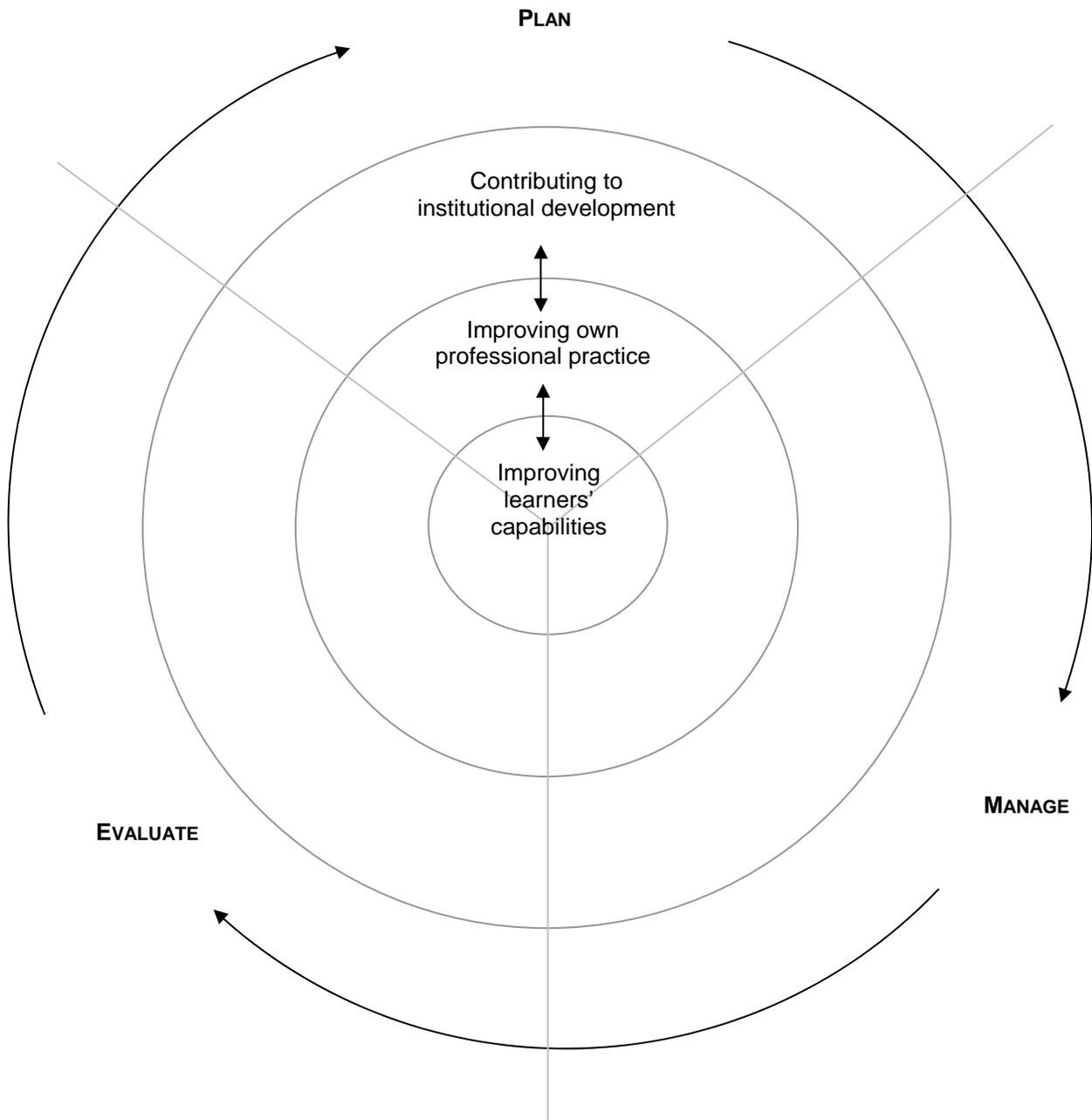
<i>Module title</i>
1. Plan the use of ICT in teaching
2. Manage the use of ICT in teaching
3. Evaluate the use of ICT in teaching

At each stage candidates need to keep in mind **all three** interrelated objectives, as follows:

- Contributing to institutional development
- Improving own professional practice
- Improving learners' capabilities

Thus candidates need to apply a systematic and balanced approach to teaching with ICT as illustrated in the following diagram.

### Using ICT to support teaching and learning



## 1.4 Preparation for the Diploma

Candidates will wish to achieve the Diploma for a variety of reasons and will have different starting points based on their individual needs and level of experience and expertise.

For these reasons, the Performance Criteria within each Module are regarded as outcomes to be achieved rather than as the requirements of a standard, prescribed or compulsory professional development programme. Candidates are encouraged to consider how much and what kind of professional development they may need in preparing for the Diploma. A range of possible professional development opportunities exists, from course attendance through to guided self-study. Centres are encouraged also to identify the needs of individual teachers and to identify appropriate staff who might act as mentors to guide and support candidates, and to set up appropriate communications between mentors and candidates, on-line and/or off-line.

In their preparation for the Diploma, candidates should have sufficient opportunities for appropriate background reading and discussion with other teachers, which will help them to develop relevant knowledge and understanding, and will enrich their reflective practice. The Diploma has been designed to reflect good practice in teaching and it is anticipated that much of the assignment evidence presented by candidates will be generated through naturally occurring teaching activities ie from real experience. Some evidence may also be generated through both formal and informal programmes of training and through accreditation of prior experience and learning.

It is anticipated that as much preparation time as possible is integrated within professional activity. Including such activity, each Module is designed to take approximately 30 hours of preparation. This is a rough guide only. Candidates should work at their own pace, appropriate to their needs and contexts. It is assumed that candidates will have access to the Internet and e-mail.

## 1.5 Support

CIE provides further materials to support this Diploma, eg sample assignments. For further information please contact CIE Customer Services.

## 1.6 The International Dimension

This Diploma has been developed specifically for international education and training environments and is based on recognised good practice. The performance standards embodied in the Diploma are valued in countries around the world. The syllabus and assignments provide a framework through which candidates in any country can be reliably assessed. The syllabus and assessments are available in a range of languages. Please contact CIE Customer Services to check current language availability.

## SECTION 2: ASSESSMENT PROCEDURES

### 2.0 Method of assessment

Assessment is by assignment, one for each Module.

These assignments are practical, based on day-to-day professional work.

In each assignment, candidates use the appropriate CIE assignment template to gather, organise and present relevant evidence of their experience and performance.

The assignment template has two parts:

Part A	Structured activities specified by CIE
Part B	Reflective report on the experience of the stage (Module) as a whole

The assignment template provides the standard framework for assessment for the Diploma (it ensures a common format for reporting of evidence, although the actual evidence reported will be specific to each candidate). The template is also a helpful checklist of key questions and steps with which the teacher/trainer can plan, carry out and reflect on activities thoroughly and systematically. Candidates can use and complete Part A **as** they work progressively through the particular stage of the teaching cycle and learning programme, and Part B **after** they have completed the stage.

As they progress through the Diploma, candidates will find it useful to keep their own *personal development diary* in which they can record critical events and outcomes, and their ideas and reflections.

### 2.1 Sequence

A candidate will typically prepare for the Diploma and carry out the activities required in the assignments by application to real work settings, eg the planning, management and evaluation of a particular learning programme. The assignments are intended both to contribute to and to be informed by teaching practice.

It is anticipated that candidates for the full Diploma will typically complete assignments in the sequence of the Modules, phased over a period of time, related to the life-cycle of the learning programme which provides the context. Planning of and performance in an assignment can thus draw upon the outcomes and the evaluation of the one before.

However the structure of the Diploma is flexible. If candidates wish to update their skills in a particular area rather than aim for the full Diploma, they can access one or two of the Modules as appropriate. It is also possible for candidates for the full Diploma to complete assignments drawing upon a different context for each assignment, as long as the requirements of each Module are fulfilled.

## 2.2 Presentation

It is a requirement of the Diploma that candidates prepare and submit their assignments in the specified format, using the templates in the Administration Resource Pack provided by CIE to Centres registered for the Diploma. Candidates are required to complete Assignment Sheets as specified in the Assignment Guidelines. Assignment Sheets have been designed to help candidates in the production of appropriate evidence by:

- Acting as a checklist and thus ensuring that all requirements are addressed
- Indicating the amount of evidence/depth of treatment required by providing a template for candidates to complete
- Assisting candidates in the structuring of evidence.

The Assignment Cover Sheet includes a section in which candidates provide background information about their own contexts. This is an opportunity for candidates to indicate, as seems appropriate to them, significant aspects which have particular influence on their work and experience in the assignment. This section is not assessed or judged, nor is a full curriculum vitae required. The CIE examiners find brief (word limit approx **200 words**) relevant information about the following aspects helpful in understanding the candidates' context:

- *personal experience* eg in teaching, within an industry, and/or as a trainer; subject(s) or area(s); length and range of experience
- *role and responsibilities* eg full-time or part-time; working as a team member or leader or on own; the programme(s) and function(s) for which he or she is responsible
- *institution* eg type; status; size; location/environment
- *learners* eg age; phase of education; background(s).

## 2.3 External assessment by CIE

Assignments must be submitted to CIE for external assessment. Centres must ensure that each assignment submitted conforms to CIE requirements. Assignments submitted to CIE are not returned to the centre, and centres and candidates are advised to keep a copy of each assignment. CIE reserves the right to request further evidence, or to inspect centres, in cases where there is doubt as to the authenticity of submitted work.

## 2.4 Results and certification

Pass and Distinction grades will be awarded for successful performance in each Module according to the following Grading Themes, which are set out in Section 5 of this syllabus:

- Integration
- Judgement
- Problem solving

To achieve the full Diploma, and certification, candidates must successfully complete **all three** Modules.

The full Diploma is also graded Pass or Distinction. For the award of a certificate with Distinction, candidates must achieve at least two Distinctions out of the three modules of the Diploma.

## SECTION 3: SYLLABUS OVERVIEW

### 3.0 Syllabus structure

Each Module has the following structure:

- **Performance Criteria** set out the skills which candidates are required to demonstrate in order to achieve the Module. All performance criteria must be met in order to achieve the Module.
- The **Skills, Knowledge and Understanding** section indicates the principles, concepts and skills which relate to the performance criteria.
- **Assignment Guidelines** specify the form and depth of evidence that must be submitted.

## SECTION 4: MODULE SPECIFICATION

### RANGE OF ICT RESOURCES

This list sets out the range of ICT resources relating to the Diploma. Candidates need to be familiar with as many of these resources as possible in order to fulfil the performance criteria.

#### **Hardware (input, storage, communication and output)**

- Keyboard, mouse, scanner, camera, microphone, sensors
- Desktop computer, laptop, personal digital assistant
- Digital video/camera
- Scanner
- LCD Projector
- Interactive electronic whiteboard
- Floppy disk, hard disk, CD, DVD, DAT
- Network and internet connections (modem, ISDN, leased line)
- Printer (black and white, colour; inkjet, laser)

#### **Software (applications and templates)**

- File management
- Subject-specific/age/phase related software
- Web Browser : Internet and Intranet
- Word Processor
- Desktop Publishing
- Spreadsheet
- Database
- Presentation
- Control
- Web Page Design and Multimedia Authoring
- Modelling/Simulation
- Email (including address book)
- Scheduler
- Internet based, on-line curriculum content

**MODULE 1: PLAN THE USE OF ICT IN TEACHING**

<b><i>Performance Criteria</i></b>	<b><i>Skills, Knowledge and Understanding</i></b>
1.1 Evaluate the benefits of using appropriate ICT resources in specific contexts	<p>Determine when to use ICT, when not to use ICT</p> <p>Recognise the potential benefits of ICT:</p> <p>Speed and automation; capacity and range; provisionality; interactivity</p> <p>Information handling eg sources, gathering, analysis and presentation</p> <p>Facilities eg searching, sorting, modelling, communicating, calculating</p>
1.2 Identify opportunities to use ICT resources to meet specific needs	<p>Consider a range of possible uses eg in presentations and demonstrations, to support special learning activities - least/most able, to support common learning activity; reference resources; for preparation of materials; for data management and administration; for assessment and testing</p> <p>Recognise opportunities to use ICT to stimulate creative expression of knowledge and understanding; to personalise assessment and reporting, and to reinforce the acquisition of subject-specific skills and knowledge and ICT skills</p> <p>In relation to:</p> <ul style="list-style-type: none"> <li>• learners' abilities and motivations; learning objectives</li> <li>• teaching strategies</li> <li>• institutional goals</li> </ul>

<b>Performance Criteria</b>	<b>Skills, Knowledge and Understanding</b>
1.3 Make informed decisions to select appropriate ICT resources for specific purposes	<p>Identify selection criteria eg presentation, language, content (relevance to subject/age), user-friendliness, clarity of instructions, interactivity, computational power, cost, durability, future-proofing</p> <p>Use a systematic approach to planning and specification</p> <p>Take into account relevant issues eg location, deployment and access; strategies for supporting learners using equipment; health and safety; legal and ethical aspects</p>
1.4 Prepare learning activities using ICT resources	<p>Use appropriate hardware and software</p> <p>Identify expected outcomes and their format</p> <p>Plan whole group, small group and individual activities</p> <p>Specify timescales</p> <p>Specify monitoring techniques and assessment - eg on-line assessment, observation, peer group, set tasks, question and answer</p> <p>Exploit the advantages of information sharing and exchange to support the development of the learning community; including possible use of on-line (shared) resources to contribute to the learning opportunities of the group</p>
1.5 Organise ICT resources to ensure objectives are achieved	<p>Optimise use and ensure practical management of ICT in different situations (eg one teacher to one learner; one teacher to small group of learners; one to large group; several teachers to several learners)</p> <p>Ensure ease of use and optimum performance, deployment of ICT resources within the institution to facilitate access for all appropriate users, including where possible the use of networks</p>

## Assignment guidelines : Plan the use of ICT in teaching

In order to achieve this module, candidates must, for their stated subject area:

- use ICT facilities eg the Internet to investigate ICT possibilities in preparation of a learning programme
- identify **two** learning sessions where ICT can be used for all or part of the learning session. One learning session should involve a whole group approach in which all group members are carrying out essentially the same tasks; one learning session should involve the use of ICT to support small groups/individual learning in a number of different activities
- evaluate **two** different ICT resources for use by learners
- produce **one** learning session plan which makes use of ICT and is differentiated for at least two ability levels. The ICT resource planned for the learning session may be used either by the teacher or by learners or by both
- produce a brief report reflecting on their overall experience in the Module, in terms of the three interrelated objectives of learner, professional and institutional development.

### Part A Structured activities

#### Step 1 Using ICT to investigate a teaching and learning issue

For their stated subject area and in preparation for a learning programme, candidates must

1. Investigate a relevant ICT-related issue using ICT facilities eg the Internet
2. Outline the investigation and evaluate its results.

Candidates must complete a report (word limit = minimum 200 - maximum 400 words), using the CIE Assignment Sheet.

#### Step 2 Identifying opportunities for using ICT to support learning

For **each** of the two learning sessions, candidates must:

1. Identify the options for using ICT in relation to the learners' needs and learning objectives
2. Identify appropriate ICT and show how this will contribute to meeting learners' needs and learning objectives
3. Evaluate the benefits to be gained from using ICT
4. Justify the decision to use ICT chosen for the learning session
5. Identify the expected outcomes which will not occur (as effectively) without the use of ICT.

Candidates must complete the CIE Assignment Sheet (200-400 words) for each learning session.

**Step 3 Evaluating ICT resources for use by teacher and/or learners**

For **each** of the two ICT resources, candidates must:

1. Identify the way(s) in which ICT could support teaching and learning
2. Evaluate the ICT resource for use by teacher and/or learners
3. Identify the way(s) in which the teacher and/or learners could use the resource
4. Trial use of the resource and identify issue(s) in relation to use by the teacher and/or learners
5. Identify issues related to managing the learning environment and strategies for dealing with them
6. Make and justify a recommendation on whether or not the resource should be used.

Candidates must complete a report (200-400 words) on each resource, using the CIE Assignment Sheet.

**Step 4 Developing strategies for using ICT to support teaching and learning**

For **one** of the sessions, candidates must:

1. Identify learning aims and objectives using ICT
2. Identify teaching and learning activities
3. Identify expected outcomes for learners (format of work achievement)
4. Identify opportunities for developing learners' ICT skills
5. Identify opportunities for developing learners' other skills
6. Identify strategies for managing use of ICT effectively
7. Identify criteria for assessing learners' work and monitoring progress

Candidates must submit the session plan (200-400 words), using the CIE Assignment Sheet.

**Part B Reflective report**

Candidates must produce a report (900-1200 words) in which they should reflect upon their overall experience in this assignment in terms of how this may help them to:

- Contribute to institutional development
- Improve own professional practice
- Improve learners' capabilities.

It would be helpful if the reflective report consists of three distinct paragraphs that address each of these issues.

**MODULE 2: MANAGE THE USE OF ICT IN TEACHING**

<b><i>Performance Criteria</i></b>	<b><i>Skills, Knowledge and Understanding</i></b>
2.1 Ensure learners can fully utilise the ICT resources	<p>Set up the following arrangements for learning environment and equipment:</p> <p>hardware and software positioned appropriately and to work correctly and safely; including opening and closing down, and file and folder organisation</p> <p>instructions for learners: how-to guides, step-by-step activities, completion exercises, appropriate help systems</p> <p>Monitor appropriate use and correct functioning</p> <p>Meet the following requirements:</p> <ul style="list-style-type: none"> <li>• health and safety</li> <li>• legal</li> <li>• ethical</li> </ul>
2.2 Develop, monitor and modify appropriate software tools to support effectiveness	<p>Use as appropriate:</p> <p>templates and predefined outputs eg mail merge, automated recording, personalised reporting; data capture and analysis; facilities that ensure the sharing of resources within the learning community</p>
2.3 Fully utilise appropriate media for the intended activity and audience	<p>Use as appropriate:</p> <p>printed materials, online materials, control models and simulations, specific user interfaces for learning opportunities (virtual learning environments)</p>
2.4 Structure learning activities fully to utilise the available ICT resources	<p>Produce learning session plans and schemes of work, to be shared with others or retained for personal use only as appropriate</p> <p>Recognise how learners' use of ICT can help them to develop other skills (eg social skills, team building skills, work-related skills) and incorporate opportunities for such skills development where appropriate</p>

<b><i>Performance Criteria</i></b>	<b><i>Skills, Knowledge and Understanding</i></b>
2.5 Use appropriate teaching styles to ensure that all learners are engaged in the learning process	<p>Use appropriate method(s) of ICT interaction - demonstrative, collaborative, individualised, reference, remedial/support, extension</p> <p>Use and explain correct terminology</p> <p>Provide models of good practice to learners in use of ICT</p> <p>Incorporate key questions and intervention points</p> <p>Present data so that the intended audience can best understand and make use of the information (eg use of charts)</p>
2.6 Encourage learners to present learning activities using appropriate media	<p>Guide learners in use of media such as web based resources to be shared within the institution and external audiences; word processed activities such as essay/creative writing frames, spreadsheets indicating number activities including simulation, modelling and prediction</p>
2.7 Assess learners' progress and achievement	<p>Apply appropriate criteria for assessing progress and achievement</p> <p>Make criteria explicit, eg to learners</p> <p>Recognise possible impact of ICT on enhancing achievement</p> <p>Give effective feedback to learners</p> <p>Use on-line assessment facilities when available and appropriate</p>
2.8 Manage learner data effectively	<p>Manage types of learner information (open, shared and closed) eg use spreadsheets to analyse performance data within subject area and across the institution</p> <p>Give due consideration to security aspects of the data and appropriate security systems (eg read only, password protection)</p> <p>Report on resource use</p>
2.9 Support and be supported by colleagues	<p>Understand why and how to share good practice, eg pooled learning session and project plans, on line calendar and booking systems, reports and data on learning outcomes</p> <p>Build on good practice of others, eg investigating others' practice and modifying into schemes of work, learning session plans</p> <p>Utilise and share tools that facilitate the evaluation of good practice</p> <p>Make the most of web-based activities (eg intranet) to support the development of a learning community of teachers and learners</p>

## Assignment guidelines : Manage the use of ICT in teaching

In order to achieve this module, candidates must

- use ICT in whole group teaching on **two** occasions. On each occasion ICT should be used for a different purpose and a different type of ICT resource should be used. One of the occasions used for whole group teaching in Module 1 may be considered.
- use ICT to support individual learning on **two** occasions. On each occasion they should monitor the use of ICT in relation to two learners of differing abilities. A different type of ICT resource should be used on each occasion. One of the occasions used for individual learning in Module 1 may be considered.
- produce a brief report reflecting on their overall experience in the Module, in terms of the three interrelated objectives of learner, professional and institutional development.

### Part A Structured activities

#### Step 1 Managing the use of ICT in supporting whole group teaching

For **each** of the two occasions, candidates must

1. Produce a plan, with a rationale, showing the arrangement of the learning environment and ICT resources. A computer / hand-drawn plan of the room or a photograph attached to the CIE assignment sheet to support your rationale would be helpful.
2. Prepare materials using ICT in soft and/or hard copy for use by teacher and/or learners
3. Use ICT resources in delivering a learning session
4. Describe the ICT resources used and the technical skills demonstrated
5. Review how the use of ICT affected the organisation and management of the learning session.

Candidates must provide a report (400-600 words) using the CIE Assignment Sheet, and attach a plan and example of materials used, for **each** occasion.

#### Step 2 Managing the use of ICT in supporting individual learning

For **each** of the two occasions, candidates must

1. Produce a plan, with a rationale, showing the arrangement of the learning environment and ICT resources. A computer / hand-drawn plan of the room or a photograph attached to the CIE assignment sheet to support your rationale would be helpful.
2. Identify the way in which work carried out using ICT will be integrated with work carried out without the use of ICT
3. Provide support in the use of ICT equipment and contribute to learners' development of skills in using ICT as needed
4. Identify the ICT skills employed by both the learner and the teacher
5. Monitor ICT-based activities, intervening to support learners' progress as needed

6. Identify the way in which the use of ICT contributed to meeting learning objectives
7. Use ICT to encourage the development of additional skills, if appropriate
8. Identify the way in which other skills, if appropriate, were integrated into the learning session
9. Review the impact of the use of ICT on the organisation and management of teaching
10. Demonstrate outcomes which would not have occurred without the use of ICT.

Candidates must provide a report (400-600 words) using the CIE Assignment Sheet, and attach a plan and example of learner's work, for each occasion.

### **Part B Reflective report**

Candidates must produce a report (900-1200 words) in which they should reflect upon the outcomes of the activities above and their overall experience in this assignment in terms of how this may help them to:

- Contribute to institutional development
- Improve own professional practice
- Improve learners' capabilities.

It would be helpful if the reflective report consists of three distinct paragraphs that address **each** of these issues.

**MODULE 3: EVALUATE THE USE OF ICT IN TEACHING**

<b><i>Performance Criteria</i></b>	<b><i>Skills, Knowledge and Understanding</i></b>
3.1 Use suitable criteria, methods and procedures to collect information about the effectiveness of ICT resources used	<p>Use, and develop if necessary, a set of tools, using ICT where appropriate, to evaluate activities and events against pre-determined criteria in order to obtain evidence for future plans</p> <p>Identify key issues in the impact of ICT resources on institutional, professional and learner development - Planning, Resourcing, Training, Delivery and Outcomes</p> <p>Use of Quality Assurance tools as part of the teaching and learning process</p>
3.2 Critically analyse the information collected	<p>Use data analysis tools to measure impact of ICT eg on learner performance data</p> <p>Recognise the benefits and limitations in practice of using ICT resources</p>
3.3 Use the results of evaluation to plan for realistic and feasible improvements	Analyse the impact of ICT on teaching, learning and institutional development. Develop critical appreciation of when and when not to use ICT
3.4 Evaluate own practice as a teacher using ICT	<p>Use SMART objectives (Specific Measurable Achievable Realistic Time scaled)</p> <p>Use feedback from learners and colleagues</p>
3.5 Interact with colleagues to share ideas for improvement	<p>Take part in discussion groups, user groups, news groups and professional associations</p> <p>Share the evidence of findings in order to support others when appropriate</p>

<b><i>Performance Criteria</i></b>	<b><i>Skills, Knowledge and Understanding</i></b>
3.6 Plan how to improve practice	<p>Identify where and how to improve teaching and enhance efficiency</p> <p>Audit individual skills, knowledge and understanding in ICT and identify targets for professional development</p> <p>Produce, review and modify action/development plans following analysis of activities</p> <p>Recognise how ICT can be used to aid administration, reporting and information transfer; to join in professional discussions; to locate and access teaching plans and materials</p> <p>Make use of current research and sources of information about impact of ICT on teaching and learning</p> <p>Take into account legal considerations eg about storing personal information, intellectual property, sources of information</p>
3.7 Collect and evaluate relevant information concerning ICT teaching and learning issues	<p>Identify future opportunities to use ICT within teaching</p> <p>Consider developments in hardware and software and plan for future development and investment</p>
3.8 Make recommendations for institutional development on the basis of evaluation	<p>Take into account as appropriate issues such as curriculum and assessment development; staff development; ICT infrastructure</p>

## Assignment guidelines : Evaluate the use of ICT in teaching

In order to achieve this module, candidates must

- evaluate **two** learning sessions delivered using ICT in supporting whole group teaching. Sessions delivered in Modules 1 and 2 may be considered.
- evaluate **two** learning sessions delivered using ICT in supporting individual learning. Sessions delivered in Modules 1 and 2 may be considered.
- investigate an issue concerning the use of ICT in teaching and learning which has been identified by their evaluation
- prepare a detailed action plan of their targets to improve their own professional practice. This ideally should give reference to the planned action, timescales, responsibility, milestones, monitoring, evaluation, success criteria and resources.
- produce a brief report reflecting on their overall experience in the Module, in terms of the interrelated objectives of learner, professional and institutional development.

### Part A Structured activities

#### Step 1 Evaluating the effectiveness of ICT in supporting whole group teaching

For **each** of the two learning sessions, candidates must

1. Evaluate the impact of the use of ICT on meeting specified learning outcomes
2. Compare the way in which the learning sessions worked out with the way in which a non-ICT learning session could have operated
3. Review benefits to teacher and learners of the use of ICT
4. Review any disadvantages of the use of ICT
5. Identify any improvements that could be made for future learning sessions.

Candidates must complete a report (200-400 words), using the CIE Assignment Sheet, for **each** session.

#### Step 2 Evaluating the effectiveness of ICT in supporting individual learning

For **each** of the two learners, candidates must

1. Describe the assessment criteria employed to ensure that progress and achievement were accurately identified
2. Evaluate the impact of using ICT on individual progress and achievement
3. Evaluate the impact of the use of ICT on the process and product of learning activity
4. Identify any improvements that could be made for future learning sessions.

Candidates must complete a report (200-400 words), using the CIE Assignment Sheet, for **each** learner.

**Step 3 Evaluating the impact of ICT in teaching and learning contexts**

For an issue that has arisen from the evaluations in Step 1 or 2 above, candidates must

1. Carry out an investigation concerning the use of ICT in teaching and learning
2. Use at least one ICT source of information and at least one non-ICT research source
3. Relate the findings of the research to own professional practice by relating to past experiences and identifying how the research findings might impact on future planning
4. Relate the findings to institutional development by suggesting improvements which would be supported by ICT.

Candidates must complete a report (200-400 words), using the CIE Assignment Sheet.

**Step 4 Using ICT as a tool to enable continuing professional development**

Candidates must

1. Audit personal skills, knowledge and understanding in ICT. A commercial self-assessment audit tool may be used as evidence.
2. Identify targets for professional development, for the next year and the longer term
3. Prepare a detailed action plan.

Candidates must complete an action plan (200-400 words), using the CIE Assignment Sheet.

**Part B Reflective report**

Candidates must produce a report (900-1200 words) in which they should reflect upon their overall experience in this assignment in terms of how this may help them to:

- Contribute to institutional development
- Improve own professional practice
- Improve learners' capabilities.

It would be helpful if the reflective report consists of three distinct paragraphs that address **each** of these issues.

## SECTION 5: GRADING

### 5.0 Grading Themes

The following Grading Themes apply to all assignments for this Diploma:

Theme 1: **Integration**

Theme 2: **Judgement**

Theme 3: **Problem solving**

The Grading Criteria for each of these Grading Themes are as follows:

<i>Criteria for PASS</i>	<i>Criteria for DISTINCTION</i>
<b>Integration</b>	
The candidate has demonstrated skills in planning, managing and evaluating the use of ICT taking the objectives of institutional, professional and learners' development into account	The candidate has demonstrated a high level of skills in planning, managing and evaluating the use of ICT indicating how institutional, professional and learners' development can best be supported in a realistic and resourceful manner
<b>Judgement</b>	
The candidate has demonstrated skills in making sound professional judgements about the use of ICT on the basis of explicit criteria	The candidate has demonstrated a high level of skills in making sound professional judgements about the use of ICT in application with an appreciation of the effects these judgements may have on institutional, professional and learners' development
<b>Problem solving</b>	
The candidate has demonstrated skills in solving immediate problems arising in planning, managing and evaluating the use of ICT	The candidate has demonstrated a consistently thoughtful approach by considering immediate and longer-term problems arising in planning, managing and evaluating the use of ICT with regard to institutional, professional and learners' development.

Candidates who satisfy the module performance criteria and the assignment requirements achieve at least a Pass. Distinction is awarded on the basis of performance in Part B of the assignment (the Reflective Report). The key difference between the award of Pass and Distinction will depend upon the depth at which the candidate relates findings to the three areas of institutional development, professional practice and learners' capabilities.