

Tackling the Technology Gender Gap Together: **‘What it’s like to be a learner in our class’**

Level - First Level

Subject area/s – Computing Science/Literacy



‘What it’s like to be a learner in our class’Level**First Level**Subject area/s**Computing Science / Literacy**Experiences and Outcomes

Understanding the world through computational thinking - I can explore and comment on processes in the world around me making use of core computational thinking concepts and can organise information in a logical way

Designing, building and testing computing solutions - I can demonstrate a range of basic problem solving skills by building simple programs to carry out a given task, using an appropriate language.

Benchmarks

- Follows sequences of instructions/algorithms from everyday situations for example, recipes or directions, including those that include selection and repetition
- Identifies steps in a process and describes precisely the effect of each step
- Collects, groups and orders information in a logical, organised way using my own and others’ criteria
- Simplifies problems by breaking them down into smaller more manageable parts
- Evaluate solutions/programs and suggest improvements

Duration of time**6 x 1 hour lessons**Computing Science Concepts and Approaches

Algorithm - sequence of instructions or a set of rules

Abstraction - simplifying things; identifying what is important without worrying too much about the detail

Creating - planning, making and evaluating things

Tinkering - trying things out

Collaboration - working with others

Evaluation - making judgements

Teaching Notes

This concept can easily be adapted for learners to reflect on their learning at the end of teaching block (e.g on fractions or about a learning context such as The Vikings), but the principles and structure would be exactly the same.

The example given here is using imovie on the iPad, but the same concept could easily be adapted to use of Microsoft Photostory 3 / Windows Movie Maker.

Prior Knowledge

Learners will have had some experience of using the basic functions of the iPad, e.g. using the camera and video tools.

Overview of learning

Although this lesson focuses on first level 'What it's like to be a learner in our class', the same format could be used for learners to reflect on and explain their learning at the end of a teaching block, to explain specific concepts (at first / second level) or an easier version could also be taught at Early Level as part of a transition project whereby learners in P1 describe 'A day in the life' for incoming Nursery learners. Although the method described is using iMovie on the iPad, Microsoft Photostory 3 or Windows Movie Maker could be used as an alternative. A range of copyright free music can be sources from the British Library Sounds within GLOW. To access this, please see help guide.

Pupil Objectives

- I can use a storyboard to abstract key information and create a plan
- I can take a digital photograph
- I can create an algorithm (e.g. a sequence to explain key learning)
- I can add sound, still / moving image and visual effects to create a multi media presentation
- I can evaluate my work

Introduction

1. Introduce the concept of 'explaining what it's like to be a learner in P2 / P3 / P4' by creating a guide to / day in the life of. This could be done using the stimulus of a letter / email from a worried learner who will be starting in the class / beginning a new stage.
2. In trios, learners collaborate to create a list of key events / information to include in the guide for the new classmate.
3. From the list, abstract the most significant events and place these in the correct sequence (either in order of the day or the most important) on a storyboard (see storyboard template) including a brief outline of what the image could be and what commentary should be added to create 'What it's like to be a learner in our class'. Explain to learners about the importance of abstraction; identifying the important parts and leaving out the less important details

Name(s) _____

Storyboard

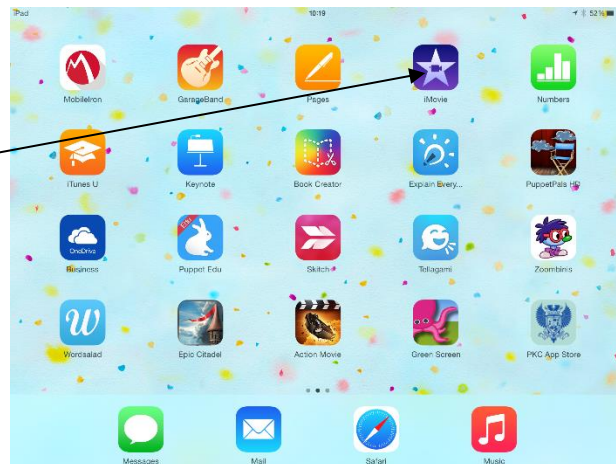


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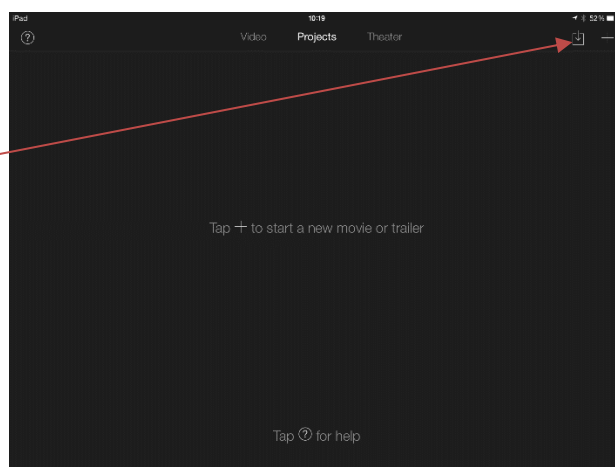
Main Activity

1. In iPad trios (or pairs if using software on the PC), learners collaborate to take photographs of key events / information to be included in the sequence, reminding learners about focus and framing of a photograph.
2. Demonstrate to learners how to open iMovie and create a new project

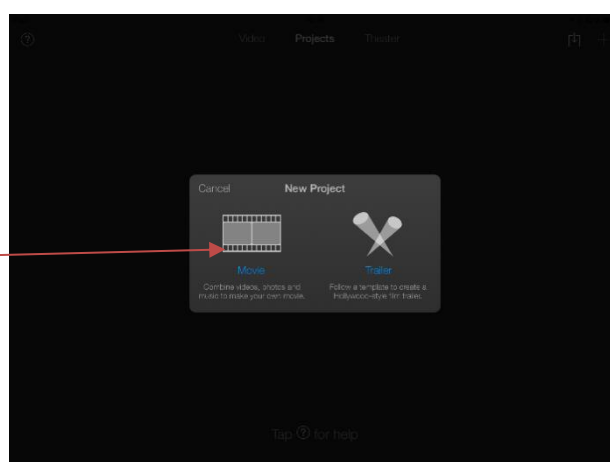
Select iMovie app



Add a new project



Choose a new iMovie

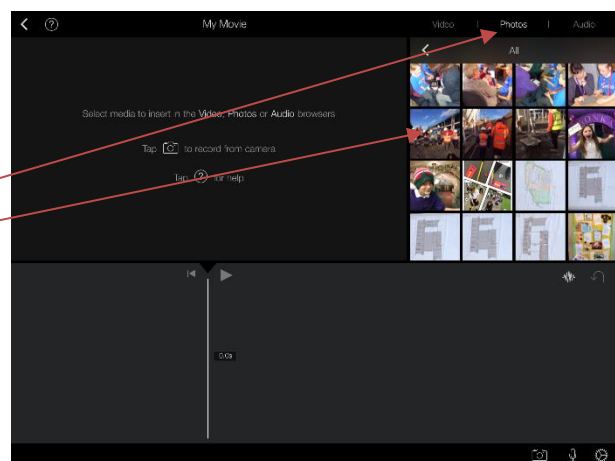


Select the 'theme' of movie to create, then click on 'Create'

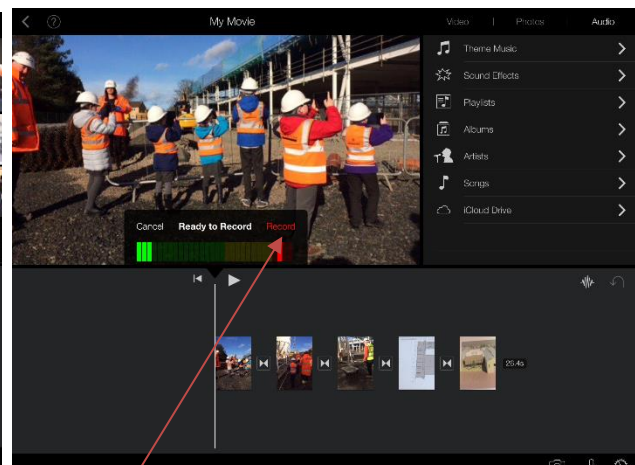
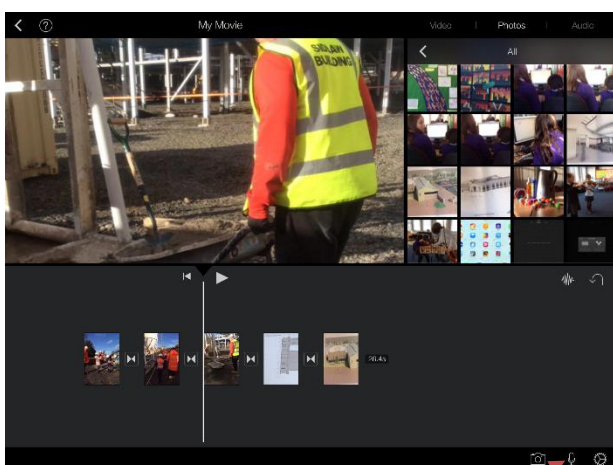


3. Add photos into a timeline in iMovie, stressing the importance of placing them in the correct sequence (by set criteria e.g. most important, first in a sequence).

Choose the photos to add to the timeline

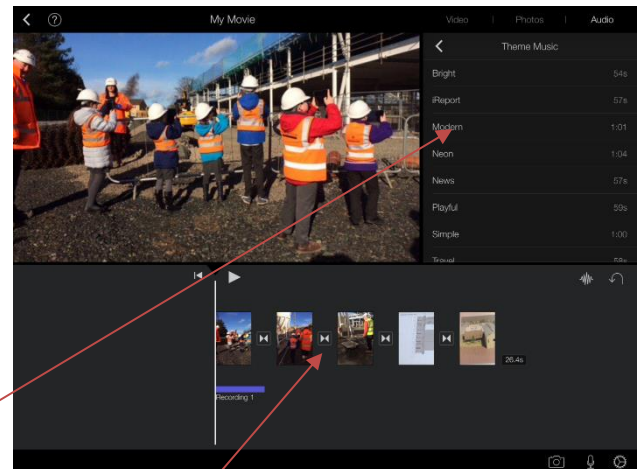
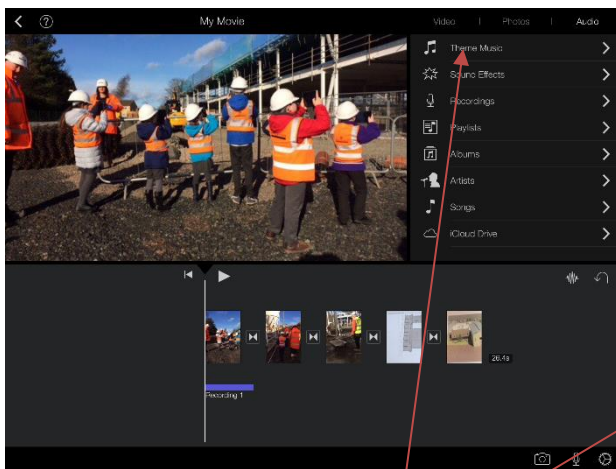


4. Learners should then be shown how to add commentary to their images, stressing the importance of clarity and practicing what to say before recording. Again, stress the importance of abstraction. What are the most important points to include? What detail can be left out?

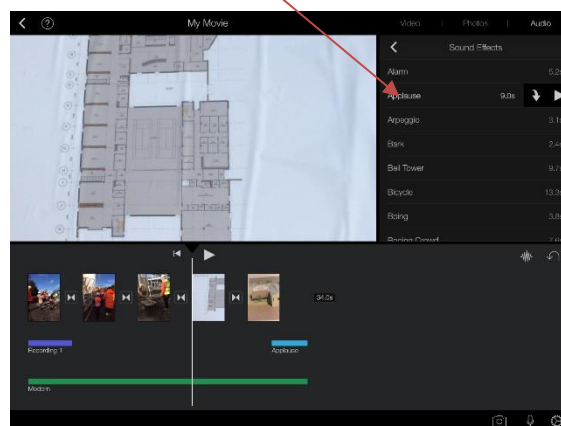


Click on the microphone and add commentary over the appropriate photos

5. To extend learners, they can be shown how to add music, sound effects and transitions to their film.

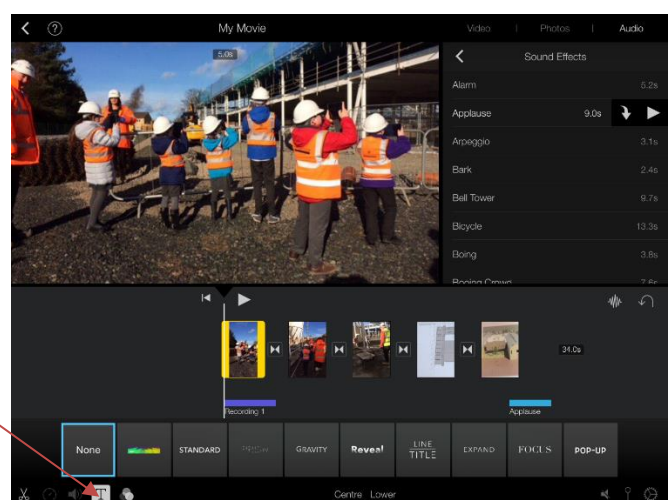


Add Music, sound effects and transitions

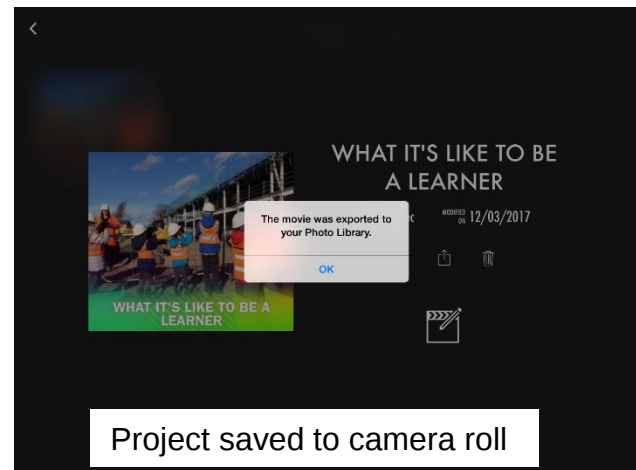
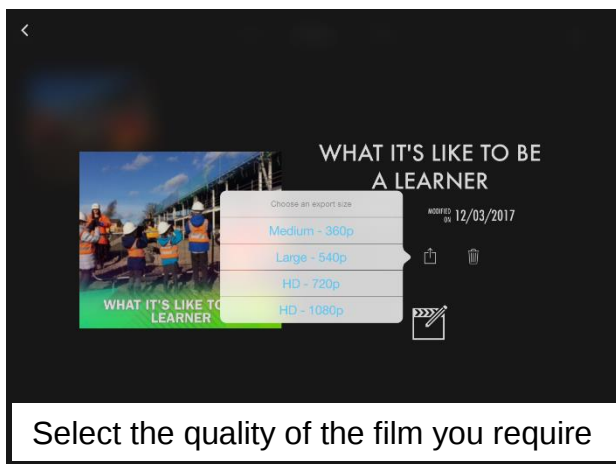
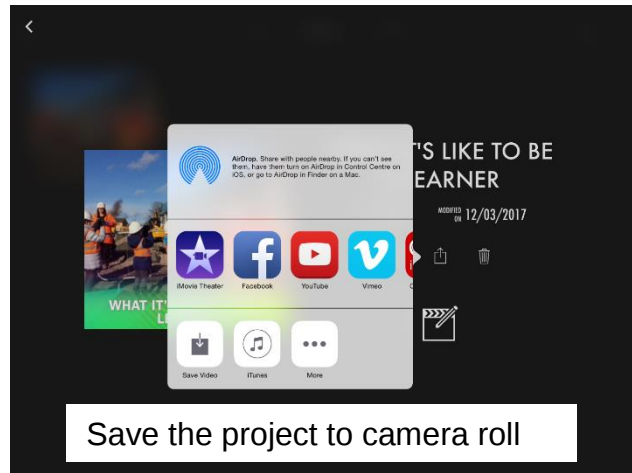
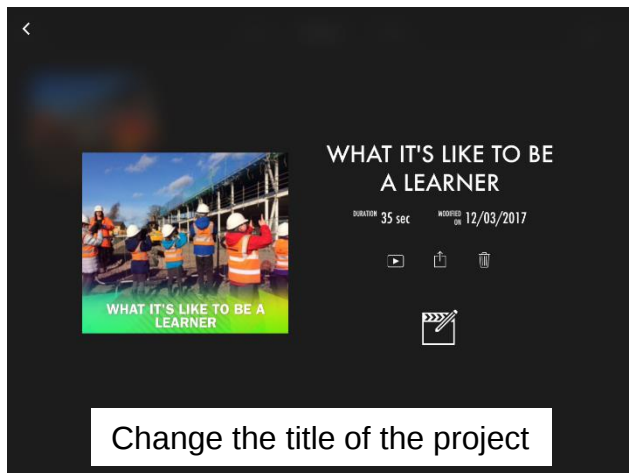


6. All learners should be encouraged to add titles. Throughout this process, learners should be encouraged at this point to tinker – try out different music, sounds, titles to create different effects.

Choose titles to add to the project



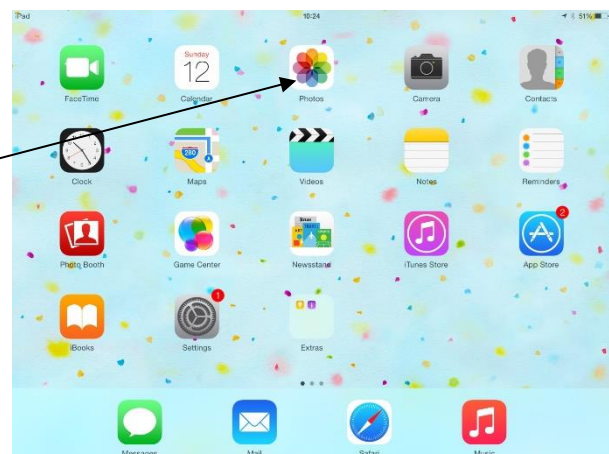
- Learners should name their project, save it within iMovie, then export it to their camera roll



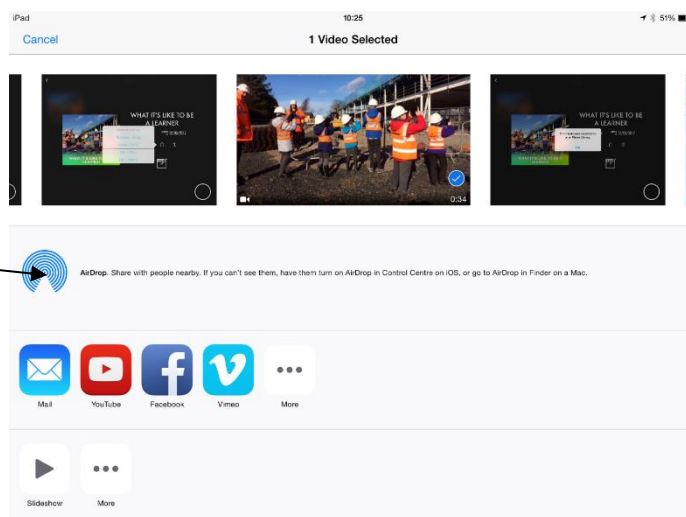
Plenary

From their Camera Roll, learners should airdrop their project to the teacher, who will share the the finished projects on the whiteboard with the class.

Access the saved project in camera roll



Select the video and then airdrop it to the teacher's iPad. The iPad will appear here if airdrop is switched on



Evaluate projects using questions:

- How effectively did you collaborate as a group? What helped? What was challenging?
- Has the important information been abstracted?
- Has a logical sequence been created?

Differentiation

Learning trios should be in mixed ability groups, to provide support and challenge. Depending on ability and confidence, learners can add additional photographs, additional sound effects or music.

Assessment Opportunities

Learners should be provided with the opportunity to peer assess and evaluate each others' projects. Reference in the assessment should be made particularly to (cross referencing benchmarks):

- Follows sequences of an algorithm which abstracts information that is relevant, significant and in the correct order (of importance)
- Whether the information is presented in a logical, organised way
- Whether the steps have been broken down into manageable and logical parts

Curriculum Links

I enjoy creating texts of my choice and I regularly select subject, purpose, format, and resources to suit the needs of my audience (LIT 1-20a)

By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words that will be interesting and/or useful for others (LIT 1-06a / LIT 1-26a)

I can convey information, describe events or processes, share my opinions, or persuade my reader in different ways (LIT 1-28a)

I am exploring how pace, gesture, expression, emphasis, and choice of words are used to engage others and I can use what I learn (LIT 1-03a)

I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required (LIT 1-10a)

Resources required

- Storyboard template
 - iPad – iMovie / PuppetEdu
 - Adapter for connecting to whiteboard
 - Microsoft Photostory / Movie Maker
- If not using iPad:*
- Digital Camera
 - Access to microphone
 - Music (e.g. British Library Sounds within GLOW)
 - Help guide to access music from GLOW