

Edexcel DiDA

Diploma in Digital Applications

Using ICT

Advance Teacher's Notes Extract

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This extract has been produced to assist teachers in implementing the course in advance of the Interactive Teacher's CD-ROM being available.

The extract contains teaching notes on the Talking Points and Activities from the first two chapters of the Interactive Students' Pack which are designed to help you to make the most of these important elements. The emphasis is on the key information and understanding that needs to be drawn out at each stage.

In addition there are some notes explaining the approach recommended by the authors. This will be particularly useful to non-specialist teachers.

To assist you in planning, the authors have produced a suggested Scheme of Work, giving an approximate idea of how much time you will expect to spend on each section in each Chapter.

We hope that you find this extract useful. Further extracts will be made available on the resources area of the DiDA website (see below) during the Autumn Term.

Please see the back page of this extract for details of what the Interactive Teacher's CD-ROM will contain.

DiDA WEBSITE

The DiDA website, <http://dida.edexcel.org.uk/home/>, offers:

- support materials on assessment issues
- the full DiDA specification
- details of INSET events.

INTRODUCTION

Overview

Unit 1: Using ICT builds on the Key Stage 3 National Strategy for ICT. In preparing these materials we have assumed that students have had discrete ICT lessons throughout Years 7, 8 and 9, and already have most of the ICT skills they need. We concentrate on teaching students how to produce quality publications that are fit for audience and purpose.

The book revisits and builds upon many of the areas covered by the Key Stage 3 ICT Strategy. Timings for the Scheme of Work (SoW) will need to be adjusted if students do not have the skills required by the strategy.

The book is a vehicle for developing and practising the skills students need, and is intended to occupy approximately 90 hours of curriculum time, as indicated in the scheme of work. On completion, students should be ready to tackle the SPB, but the activities (including THE PROJECT) are not intended to generate assessment evidence.

As well as being a standalone qualification in its own right, *Unit 1: Using ICT* is intended to be the foundation for other units. If another unit is to be started before *Unit 1: Using ICT* is completed, the SoW should be amended to take account of common elements and avoid unnecessary duplication.

Work on the book is not part of formal assessment and students can be given as much help as is needed – assistance at this stage will help students maximise their achievement when they come to do the SPB. However, it is important that students develop the ability to work as independently as possible, as assistance with producing work for the Edexcel SPB will have an impact on the grade students can achieve (see the DiDA Specification).

Although much of the work requires a computer, lots of thinking, planning, designing, discussing can be done away from the computer.

We have assumed that students will have access to a computer outside of formal lesson times – this may be at home, or in a library, resource centre or computer club. Those activities in the book that are suitable for homework are indicated on the SoW.

LEVEL 1 AND LEVEL 2

The content of the book is equally applicable to Level 1 and Level 2. We recommend that teachers use the same SoW for all, but that they may need to adapt it to take into account the different experiences, strengths and interests of their students.

Some students will need additional guidance and 'scaffolding' to help them through THE PROJECT. Some of these students are likely to proceed to the Level 1 SPB for assessment purposes. Visit the Edexcel website to get a feel for how the SPBs at levels 1 and 2 differ.

The decision as to which level SPB students should tackle should be postponed until the end of the book.

Learning objectives

Students who work through the book will learn how to:

- identify an audience and purpose
- establish requirements
- recognise the benefits and limitations of information sources
- select, use and refine information to suit the audience and purpose
- conduct a survey and use a spreadsheet model to collate, analyse and communicate results
- use database software to extract and present information from data
- combine information from a variety of ICT and other sources for presentation to different audiences and for different purposes
- use prototyping and testing to ensure fitness for purpose
- take part in informed discussions about prototypes and publications produced by themselves and others
- design and produce an eportfolio that is fit for audience and purpose
- critically review their own and others' publications and eportfolios.

Interactive Students' Pack

The Interactive Students' Pack comprises a book and CD. Its components will support and stimulate students throughout the course.

DIGIMODULES

A Digimodule launches each chapter by introducing key concepts in the context of a real-life scenario. At the outset they should be viewed and discussed in their entirety by the whole class, but can be revisited in sections as and when required. Students can use the ActiveBook to access Digimodules independently.

ACTIVITIES

Activities in the book are designed to give students opportunities to develop initiative and independent learning, and to practise the skills they are learning.

TALKING POINTS

There are Talking Points throughout the book. These are designed for group or class discussion. So much of DiDA is about fitness for purpose – discussing requirements, designs, prototypes and publications is an essential part of this process. Talking Points encourage this type of open discussion and constructive criticism.

Though intended primarily as light relief, the cartoons in the book each convey a message related to the contents and can be used to provide additional talking points.

CAN I DO THIS?

Before students are asked to apply a particular set of skills they are presented with a 'Can I do this?' section which allows them to check that they have these skills in their 'toolkit'.

THE PROJECT

THE PROJECT is similar to an Edexcel Level 2 SPB except that:

- It is bigger, requiring a more extensive range of publications to be produced.
- It is tackled stage-by-stage throughout the book rather than as a whole.
- There is structured help provided at each stage.
- It is not assessed.
- Students do not have to produce a project plan at the outset.
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ACTIVEBOOK

The ActiveBook is a digital version of the paper-based book. Students can launch files for activities, videos, skills test and demonstrations, and multimedia presentations straight from its pages. Chapter 1 familiarises students with these components and shows them how to best exploit them.

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Ann Weidmann*

SCHEME OF WORK

This Scheme of Work has been devised by the authors to help provide an indication of how long you might need to teach each section of the Students' Book. The first two chapters are included here. The full document will be available on the resources area of the DiDA website [<http://dida.edexcel.org.uk/home/>] early in September.

It assumes that the total time available for teaching the Unit is 90 hours. It divides the work into 90 lessons of between 50 and 70 minutes each. If you have more or less than 90 hours you may wish to scale the time required up or down accordingly.

The Scheme of Work shows the Activities that are suitable for use in class for each section and those that are suitable for use at home so you can use these for homework as required. It also lists the references from the specification in terms of learning outcomes and skills.

	Number of lessons	Activities from the Interactive Students' Pack		From the DiDA specification	
		in class	homework	What you need to learn	ICT skills
Chapter 1 Preparing for DiDA					
Digimodule introduction					
What is DiDA?	1			2.3	
How is DiDA assessed?					
How do you use the ActiveBook?	1	1.1, 1.2,			
What else is on the CD?		1.3, 1.4			
What do you need to learn?	1	1.5			
What are standard ways of working?	1	1.6, 1.7,			
How should you manage your work?		1.8, 1.9			
Introducing SPBs	1	1.10			
Tackling the project					
	5				
Chapter 2 Who, why, where, what, how?					
Digimodule introduction	1			1.4, 1.5, 1.6, 1.8, 2.1, 2.3	3.1, 3.9
Who is it for?		2.1	2.1		
Why is it needed?	2	(discuss)	(collect)		
Where and what?					
How do you go about it?	2		2.2, 2.3		
Choosing the right type of publication					
How do you choose the style?	3	2.6, 2.7	2.4, 2.5		
The production cycle					
Tackling The Project	2				
	10				

CHAPTER 1 PREPARING FOR DiDA

Overview

CHAPTER OBJECTIVES

In this chapter students will learn:

- what qualifications they can get as a DiDA student
- how DiDA units are assessed
- how to use the students' book and ActiveBook CD
- what they need to learn for Unit 1
- how to keep themselves and their work safe.

This chapter provides a general introduction to the DiDA suite, the Interactive Student's Pack and standard ways of working. It is also a vehicle for familiarising students with their working environment for the course and the working practices required of them.

Most of the activities in this first chapter should ideally be tackled in the classroom to ensure that students are comfortable with using the resources.

Digimodule

- **Teachers tell it how it is** Two teachers from DiDA pilot schools talk about the benefits of studying for DiDA and their experiences of teaching *Unit 1: Using ICT*.
- **Students tell it how it is** Two video clips in which students from pilot schools talk about why they chose DiDA and their experiences of studying *Unit 1: Using ICT*.

The Digimodule should be used to emphasise the digital nature of the qualification and its innovative qualities, and to emphasise that each DiDA unit is equivalent to, and as demanding as, a GCSE.

What is DiDA? and How is DiDA assessed? (pp. 2-3)

The diagram on page 2 gives an overview of the DiDA suite.

The grades chart on page 3 should be used to show the equivalences with GCSE grades and to emphasise that the programme of study is the same for all students until the time comes to tackle the SPB. The advantages of the overlap should be pointed out to students.

How do you use the ActiveBook? (pp. 4-5)

ACTIVITY 1.1

The aim of this activity is to familiarise students with the features of the ActiveBook. Make sure that they understand the various navigation tools.

Check that they understand that any page number can be entered into the box at the bottom of the screen. This is particularly useful if they jump to another section of the book and then want to return to where they were.

ACTIVITY 1.2

The 'Can I do this?' sections are an important self-help resource throughout the book. Each link offers two options – 'Tell me' and 'Test me'. Students who are more confident can go straight to the 'Test me' section whereas others may need to refresh their skills using the 'Show me' option.

TALKING POINT 1.1

Students will use the materials in different ways – for example, some will want to make more use of the printed book than others. Encourage an open discussion about how individuals think they can make best use of the various elements. Are there age or gender issues related to the choice of paper or screen and does this have an impact on choice of media for publications?

What else is on the CD? (p. 6)

ACTIVITY 1.3

This activity is only intended to show students how to access THE PROJECT from the ActiveBook. Later activities explore its content in more detail.

ACTIVITY 1.4

Although the main aim of each Digimodule is to provide a launch pad for the chapter, students may wish to revisit some or all of the content independently. Use this activity to familiarise them with the way that Digimodules can be accessed and navigated.

What do you need to learn? (p. 7)

The 'What You Need to Learn' section of the specification is written for students. The rest is written for teachers and assessors. You could use this as an example of writing for different audiences and purposes – a key theme of this unit.

TALKING POINTS 1.2 AND 1.3

It is important that students are familiar with the specification, understand how it works and what it's for, and get into the habit of using it right from the start.

ACTIVITY 1.5

It is important that students understand that DiDA is all about application of skills. Most of the skills listed should already be in their toolkits but there will be some new ones in most cases.

The skills list on pages 176-181 links directly to the relevant 'Can I do this?' and to the page where the skill is required.

What are standard ways of working? (pp. 8-10)

This is an excellent chance to reinforce the health and safety issues of working at a computer and the working practices in force at your centre. It will help students to work sensibly and responsibly, and ensure they are aware of security issues.

ACTIVITY 1.6

The purpose of this activity is to get students to think about what they need to do to work safely. They should save their completed questionnaires in their user areas and be encouraged to return to them at regular intervals to check that they have not fallen back into bad habits. Many of the issues cannot be directly assessed through the SPB, but these good working practices will be expected of any DiDA holder in the work place.

TALKING POINT 1.4

If possible get your network manager or IT technician to come and talk to students about measures taken in your school/college to keep work safe.

How should you manage your work? (pp. 11-14)

You may need to spend considerable time on this section; particularly if students have not been allowed access to file management functions prior to starting DiDA. It is important to encourage them to be autonomous, responsible users.

When it comes to the SPB, good file management will be essential and it is never too soon to get into good habits! Sensible file and folder names and a logical structure allow students to organise their work as they go along and find things they need with ease. This will stand them in good stead later – not only does evidence of good file management carry marks, it also helps students to find and select appropriate content for their eportfolios.

We are not prescriptive about structure – what matters is that it does the job.

Managing transfer of files between school and home requires a sensible and systematic approach to naming conventions, versioning, etc – another talking point!

TALKING POINT 1.5

Use this to discuss the amount of information that needs to be included in folder names without making them unwieldy. If students did not have the list of contents, would they be able to guess what was in the folders? You may want to extend the discussion to the use of subfolders where shortened filenames may make more sense. For example, '5 July' is not very helpful as a main folder but makes much more sense as a subfolder in a main folder 'Newsletters'.

ACTIVITIES 1.7 AND 1.8

Students should ask someone else to look at their revised user areas and comment on the structure and choice of names.

ACTIVITY 1.9

Use this activity to explore different structures for storing work during the course. You might want everyone to use the same basic structure with individuals customising and revising it to suit their needs.

Introducing SPBs (p. 15)

This section introduces the concept of an on-screen project brief using THE PROJECT, which is similar in structure to an SPB.

ACTIVITY 1.10

This activity allows students to explore the structure of THE PROJECT. They should spend some time finding their way around to get a feel for what is involved in using an on-screen project brief. This activity could be extended to exploring the *Unit 1: Using ICT SPBs* on the Edexcel website.

Tackling THE PROJECT (p. 16)

It is important to emphasise the way various sections rely on one another and the need to read the whole brief at regular intervals. Students will be guided through this process in subsequent chapters.

It is essential that students create the folder structure given for THE PROJECT, not to be confused with the structure they use for all other work. They should be encouraged to create further subfolders to help them organise their work. For example, the survey folder might contain separate subfolders for questionnaire development and for spreadsheet analysis.

CHAPTER 2 WHO, WHY, WHERE, WHAT, HOW?

Overview

CHAPTER OBJECTIVES

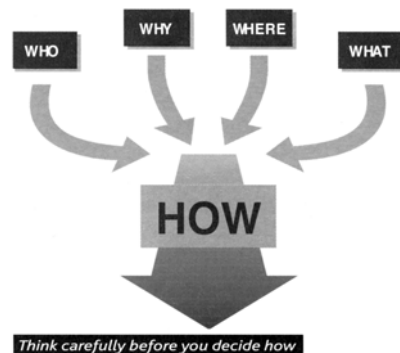
In this chapter students will learn how to create publications that are fit for purpose by deciding:

- who the target audience is
- why the publication is needed
- where it is for
- what must go in it
- how they should go about it

This chapter introduces the most important underlying principle of the course – it's no good just rushing in – producing publications that are fit for audience purpose is what it's all about – the 'who, why, where, what, how' mantra is introduced here and needs to be reinforced at every opportunity.

The focus of Talking Points 2.1–2.7 is looking at publications produced by others and reviewing them critically – who are they targeting, what are they for, how well do they work, good/bad features etc.

A real sense of audience and purpose (SoAP) is essential. You should also use the talking points in this chapter to get students thinking of all the questions they need to ask before they design their own publications. In your role as a critical reviewer, you should challenge students to answer the five key questions shown in the illustration on page 23 (and reproduced here) for each publication they intend to produce.



The National Curriculum for English emphasises fitness for purpose, writing for different audiences etc. It may be worth making colleagues who teach English aware of the requirements for DiDA and drawing upon any resources/ideas they may have.

This chapter focuses on the sorts of publications students might produce, but you may want to broaden discussion to include other forms of communication, such as bill-boards, radio and TV advertising, banners pulled by planes...

The last two activities give students the opportunity to produce publications of their own – a poster and a letter – but the emphasis here is on the importance of prototyping.

Digimodule

The Digimodule uses a short case study about the NSPCC to illustrate the theme of this chapter.

- **Getting the message across** John Grounds, the NSPCC's Director of Communications, talks about the importance of identifying both the message you want to communicate and the needs of your audience. He talks about how the NSPCC responds differently to children, parents and professionals, and why some channels of communications are more appropriate for some things than others.
- **Choosing the medium** John Grounds describes how the NSPCC selects its medium for campaigns according to the target audience and the message it wants to get across. He discusses how the choice of medium can change as a campaign progresses.
- **Choosing a type of publication** An NSPCC poster, leaflets and website are used to stimulate discussion of 'Who, Why, Where, What and How?'

Who is it for? (pp. 18-19)

TALKING POINT 2.1

Use these rules to focus on the concept of a target audience. Draw attention to the final bullet point that says that children of nine and above can skate without an adult and are therefore part of the target audience.

TALKING POINT 2.2

For each of the publications, discuss the likely target audience and use the questions at the top of the page to consider whether the designer has really met their needs.

Why is it needed? (pp. 20-21)

TALKING POINT 2.3

You should revisit the Digimodule at this point. Draw attention to the use of images and the minimal text. For some students, focussing on non-textual communication may be a key factor in overcoming literacy problems.

TALKING POINT 2.4

Students will revisit questionnaires in Chapter 4. The focus of this activity is audience (that is who is the questionnaire to be filled in by) and purpose (that is what it is trying to find out). It's also worth drawing attention to another use of questionnaires here – their use within the prototyping process to collect feedback from test users (see Activity 2.6).

TALKING POINT 2.5

Encourage students to think of both paper and screen-based publications. Perhaps extend it to a research activity – there are plenty of resources on the internet, in the library and within your centre. School regulations, terms and conditions on a DVD website are just two examples.

TALKING POINT 2.6

The issue here is that the audience needs a publication that motivates them to read it but which fulfils the requirement to provide serious information. How is this to be done? Can images be used to reduce the amount of text without compromising the content? Can students think of any examples where this is done effectively?

TALKING POINT 2.7

As students work through the book they will discover that prototyping and testing feature prominently. Proofreading is an essential part of this process. Draw attention to writing style, presentation, print quality etc., and emphasise that proofreading is not just about checking spelling.

ACTIVITY 2.1

A comprehensive collection of publications resulting from Activity 2.1 will be an invaluable resource to draw upon throughout rest of book. It is important that students realise that some organisations are better than others at producing publications and that both personal preference and standard conventions play a part.

Where and what? (p. 22)

The location of a target audience affects the choice of publication. If, for example, the audience is passing through, the publication must catch their attention and make them stop and read.

How do you go about it? (p. 23)

The 'Who, Why, where, What, How?' diagram on this page is one of the most important in the book. Throughout the course encourage students to return to it whenever they are assessing an existing publication or planning a new one.

TALKING POINT 2.8

This builds on Talking Point 1.1 where students consider the use of the paper and screen-based components of these materials. Here they are the target audience. How well does it work for them?

Choosing the right type of publication (pp. 24-25)

TALKING POINT 2.9

There are lots of things to talk about here. For example, the Sea Trips poster looks quite attractive at first glance but there is so much that could be improved – inappropriate use of apostrophe, adults (plural) but child (singular), repetition of daily... In addition, discuss the use of fonts, colours, and layout.

ACTIVITY 2.2

This is the first activity that requires internet research so you may want to dip into pages 37-44 of Chapter 3 to cover using internet sources effectively and safely.

TALKING POINT 2.10

You may need to explain the concept of mail merge to your students, but the main focus should be on what the audience knows already so that only new information is included – what would existing members already know?

ACTIVITY 2.3

In some cases there is more than one right answer and students will need to use a process of elimination to complete it. You might want to extend the activity by discussing alternative publications that could be used in each case.

How do you choose the style? (pp. 26-27)

Choosing an appropriate writing style can be very tricky for some students, particularly when audience members are in a different age group.

Some students may want to use languages other than English for some of their publications – this is fine while they are working on activities in the book, but they must remember that the language of assessment for DiDA is English.

ACTIVITY 2.4

The message is to keep the writing as simple as possible and avoid using complicated language in an attempt to impress. Although some students may be able to use a thesaurus to find simpler words, many will find it easier to look up the words in a dictionary.

ACTIVITY 2.5

This comprehensive website caters for a wide variety of audiences with different characteristics. The writing styles reflect this very well.

TALKING POINT 2.11

At first glance, both of these letters look quite reasonable and students will have to look carefully to identify weaknesses and decide which of the two presents the better impression.

Design and prototyping

Design and prototyping has to be one of the most important aspects of the course. It is essential to emphasise the importance of designing and prototyping *before* creating the finished publication if it is going to do its job.

Students need to choose test users and reviewers with care. They need critical comment – a reviewer who will tell them the truth. They should try to include someone representative of the target audience.

Students also need to learn how to give feedback sensitively – to say what's good as well as what can be improved.

Getting and using feedback effectively will be a key factor in achieving a high overall grade in the SPB.

ACTIVITY 2.6

This is an extensive activity, bringing together most of the key concepts introduced in this chapter – initial design, prototyping, feedback, improvements and testing.

There are various ways of getting feedback from test users and this activity introduces the use of a questionnaire for users to complete. This has the advantage that students can make sure that they get the feedback they need. It

also allows test users to give feedback freely without inhibitions. Of course, verbal feedback may be more appropriate for younger test users.

The production cycle (pp. 28-29)

The production cycle is an iterative process which – if effective – will improve the quality of the publications students produce. Having completed Activity 2.6, students should already have a grasp of the process.

TALKING POINT 2.12

Students should think of themselves as Martin's chosen reviewers and provide him with detailed critical comment, both positive and negative.

Keeping records of feedback

Students should get into the habit of recording the decisions they make and the reasons for those decisions – it's a good idea to keep a digital diary/log.

For this unit students should be allowed to make sound recordings if they want to, but digital video is an optional extra and not necessary.

ACTIVITY 2.7

A formal letter is one of the types of publication that DiDA students should be able to produce. You may want to visit Chapter 8 to remind them of the standard components. When they have completed the production cycle, acting as test users for one another, they could ask an adult who is also an employer to comment. Not only will this give them feedback on their publication, it will also give an indication of how good a job their peer reviewers have done.

This would be a good opportunity to experiment with different methods of recording feedback. However, make sure that students keep an eye on file sizes, especially if they are using sound or video.

Tackling THE PROJECT (p. 30)

There is no doubt that the concepts introduced in Chapter 2 are key to the unit, and this stage of THE PROJECT reinforces the message. Here the students must establish the requirements – what publications must be produced – and complete the table by answering the key questions.

They are asked to add an extra column to identify test users and reviewers. By now students should be aware of the importance of prototyping and testing and should choose their reviewers with care.

This table is one suggested format which may be adapted but students may prefer an alternative template such as a mind map. Whichever method they choose, students must enter as much detail as they can to make sure that they know exactly what is required.

The Diploma in Digital Applications (DiDA) is the innovative new specification from Edexcel. It will help students understand the practical usage of ICT in real life and will enable them to go on to further study or employment.

The Edexcel DiDA resources have been written by the team behind the new qualification and represent their suggested approach to teaching and learning the new course content.

The components of the resources for Unit 1 are:

<i>Interactive Students' Pack</i>	Single User Licence	1 903 13311 4	<i>Available now</i>
<i>Interactive Students' CD-ROM</i>	Site Licence	1 903 13312 2	<i>Available Sept. 05</i>
<i>Interactive Teacher's CD-ROM</i>	Site Licence	1 903 13313 0	<i>Available Dec. 05</i>

This extract has been produced to assist teachers in implementing the course in advance of the Interactive Teacher's CD-ROM being available.

The Interactive Teacher's CD-ROM is being written to help teachers implement Unit 1 successfully. It is best used in conjunction with the Interactive Students' Pack for Unit 1, which is written by the same authors, but is also suitable for independent use.

The ***Interactive Teacher's CD-ROM*** will contain:

- a suggested Scheme of Work with detailed references so you can build the course into your schedule
- a copy of the Students' ActiveBook for Unit 1 so the CD-ROM is fully self-contained
- notes on the resources and ideas contained in the ActiveBook so you can make full use of them
- ideas for differentiation so you can support and engage weaker students
- extra resources such as posters and letters so you can stimulate more discussion in class
- enhanced Digimodules and notes on how to maximise their impact in class to give your students insight into applications of skills in the real world
- guidance on teaching students how to approach the eportfolio so they can maximise their marks in the real SPB.

Further extracts of the Interactive Teacher's CD-ROM will be made available on the resources area of the DiDA website during the Autumn Term prior to publication of the CD-ROM.

We recommend that you opt for email alerts so that you know when they are ready for use. See: <http://dida.edexcel.org.uk/home/>