

Global Eye

Desirable Features: **Researching Presentation**

Task Description

This is a generic ICT task on Researching and Presentation at Levels 3, 4 and 5. In this task pupils are required to use the Global Eye* website to locate and retrieve specific information based on a topic/curricular area. They should then use this information to create a presentation to be shown to their peers. Pupils must show an awareness of audience.

The pupil notes are set out in three parts. Part 1 is for pupils working at Level 3, Part 2 is for pupils working at Level 4 and Part 3 is for pupils working at Level 5.

This task also provides teachers with the opportunity to develop pupils' literacy (Communication) skills.

* Global Eye is a website for schools which promotes the understanding of development issues and could support learning and teaching in The World Around Us Area of Learning.

Requirements for UICT

This task focuses on the following aspects of UICT across the curriculum which have been highlighted in **bold**.

Explore

- **access, select, interpret and research information from safe and reliable sources;**
- investigate, make predictions and solve problems through interaction with digital tools.

Express

- **create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.**

Exchange

- communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.

Evaluate

- **talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.**

Exhibit

- **manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.**

Areas of Learning

Depending on the context chosen by the teacher, this task has the potential to support one or more of the following Areas of Learning:

The Arts	
Language and Literacy	✓
Mathematics and Numeracy	
Personal Development and Mutual Understanding	
Physical Education	
The World Around Us	✓

Please Note: For assessment purposes, only the 'E's that are covered at the level(s) stated on the task have been bolded.

Depending on how the task is approached, it may touch on elements of the unbolded 'E's, although not necessarily at the level(s) stated.

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Thinking Skills and Personal Capabilities

This assessment task also provides pupils with the opportunity to demonstrate one or more of the following aspects of Thinking Skills and Personal Capabilities:

Managing Information
 Thinking, Problem-Solving and Decision-Making
 Being Creative
 Working with Others
 Self-Management.

Prior Knowledge/Experience

Depending on the level at which they are working, pupils should have some experience in some of the following:

- using a website to research;
- using a word-processor to draft and redraft;
- importing graphics/sound/moving image; and
- using presentation software e.g. Slideshow, MS Office Powerpoint.

Resources

Pupil Notes.

Internet Access (www.globaleye.org.uk).

MS Office Powerpoint.

Managing the Task

Pupils should be given opportunities to:

Plan

Allow the children time to plan for what they want to find out about the particular topic. Use a Know – Want to Know – Learned (KWL) grid on the topic. For pupils working at level 3 the teacher may develop questions for the pupils to research.

Do

Access the Global Eye website and locate the topic you are currently studying. Research the information and use it to create a presentation which can be shown to your peers. Include appropriate images and/or sound.

Review

Pupils should be given the opportunity to discuss their findings and evaluate the suitability of the website to retrieve specific information.

Assessing Pupils' Responses to the Task

The first column of the Assessment Criteria Grid sets, in bold, the Requirements for UICT that are covered in this task. Alongside this are the Levels of Progression (those related to the task are in bold) and the ICT Desirable Features for Researching and Presentation at Levels 3, 4 and 5. These Desirable Features have been produced as guidance for teachers to consider when observing a pupil and assigning a level to a piece of work. When coming to a holistic judgement of the

pupil's level of UICT competence, teachers should ensure that these Desirable Features are used in conjunction with the UICT Levels of Progression.

This task may provide opportunities for pupils to work collaboratively online (Exchange) and showcase work online (Exhibit). Teachers should include these, where possible, as set out in the Desirable Features.

Assessment Criteria Grid

UICT Requirements	Level 3	Level 4	Level 5
Explore <ul style="list-style-type: none"> • access, select, interpret and research information from safe and reliable sources; • investigate, make predictions and solve problems through interaction with digital tools. 	Pupils can: <ul style="list-style-type: none"> • research, select, edit and use information from given digital sources (explore); • carry out and edit a series of instructions, make predictions and solve problems using a digital device or environment (explore); 	Pupils can: <ul style="list-style-type: none"> • research, select, edit and use assets from a range of digital sources (explore); • investigate and solve problems in a digital environment (explore); 	Pupils can: <ul style="list-style-type: none"> • research, select, edit, use and evaluate assets from a range of digital sources (explore); • investigate and solve problems in a range of digital environments (explore);
Express <ul style="list-style-type: none"> • create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products. 	<ul style="list-style-type: none"> • communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds (express); 	<ul style="list-style-type: none"> • process found or self-produced assets, including text, data, sound, still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose (express); 	<ul style="list-style-type: none"> • process found and self-produced assets, integrating text, data, sound, still and moving images to create, present and communicate their work, demonstrating a clear understanding of audience and purpose (express);
Exchange <ul style="list-style-type: none"> • communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. 	<ul style="list-style-type: none"> • understand that digital methods can be used to communicate and make a contribution to a supervised online activity (exchange); 	<ul style="list-style-type: none"> • use contemporary digital methods to communicate, exchange and participate in a range of supervised online activities (exchange); 	<ul style="list-style-type: none"> • use a range of contemporary digital methods to communicate, exchange and share their work collaborating online with peers (exchange);
Evaluate <ul style="list-style-type: none"> • talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability. 	<ul style="list-style-type: none"> • make modifications to improve their work (evaluate); and 	<ul style="list-style-type: none"> • use appropriate ICT tools and features to improve work (evaluate); and 	<ul style="list-style-type: none"> • use appropriate ICT tools and features to carry out ongoing improvements and reflect on process and outcome (evaluate); and
Exhibit <ul style="list-style-type: none"> • manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. 	<ul style="list-style-type: none"> • save using file names and select work to showcase learning digitally (exhibit). 	<ul style="list-style-type: none"> • select, organise, store and retrieve their work to showcase learning digitally in a personalised area (exhibit). 	<ul style="list-style-type: none"> • organise, store and maintain their work within a personalised area to showcase learning across the curriculum (exhibit).

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 3 (Researching)	Desirable Features - Level 4 (Researching)	Desirable Features - Level 5 (Researching)
<p>Explore</p> <ul style="list-style-type: none"> • access, select, interpret and research information from safe and reliable sources; • investigate, make predictions and solve problems through interaction with digital tools. 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • use search facilities, directed by the teacher using, for example given internet sites or CD ROMS (explore); • search for documents, sound or pictures on internet or shared folders (explore); • find content (explore); • demonstrate some awareness of referencing sources (explore); • discuss where information on a topic might be found (explore); • work collaboratively online if appropriate (exchange); • talk about their choices, restating information, sometimes supported by evidence (evaluate); • save work and give it a suitable file name (exhibit); and • save work to a specified location (exhibit). 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • make suggestions on searches for a given topic (explore); • gather information from a limited range of sources with some relevance, quality, depth and balance (explore); • select information to download in suitable format, for example, partial content from a website (explore); • edit found text (explore); • provide some reference to sources (explore); • work collaboratively online where appropriate (exchange); • talk about reasons for their choices – text, images, sounds and moving images (evaluate); • show an awareness that not all information is accurate (evaluate); • add appropriate websites to favourites/bookmarks (exhibit); and • showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit). 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • search for information from a range of sources, for example, CD Rom, internet, LNI (explore); • analyse the evidence collected (explore); • show an awareness that not all information is objective (explore); • reference sources and provide supporting notes (explore); • work collaboratively online when and where appropriate (exchange); • begin to evaluate found data in terms of audience and purpose (evaluate); • store and organise bookmarks (exhibit); • store downloaded text, pictures and sound in appropriate format for further use (exhibit); and • showcase work by uploading their work to their own e-portfolio (exhibit).
<p>Express</p> <ul style="list-style-type: none"> • create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products. 			
<p>Exchange</p> <ul style="list-style-type: none"> • communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. 			
<p>Evaluate</p> <ul style="list-style-type: none"> • talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability. 			
<p>Exhibit</p> <ul style="list-style-type: none"> • manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. 			

Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety including acceptable online behaviour.

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 3 (Presentation)	Desirable Features - Level 4 (Presentation)	Desirable Features - Level 5 (Presentation)
<p>Explore</p> <ul style="list-style-type: none"> • access, select, interpret and research information from safe and reliable sources; • investigate, make predictions and solve problems through interaction with digital tools. 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • choose and use a slide layout (express); • add a background colour (express); • combine selected images/sound with text (express); • create text and then alter font, size, style and/or colour (express); 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • when designing a presentation for a selected audience or purpose they select and use a range of appropriate layouts for each slide, for example, select pre-set layouts from the provided templates (explore); • select and use a number of transitions (explore); • apply slide design templates (express); 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • when creating a slide presentation demonstrate a clear sense of purpose and audience in their selection and use of moving/still images, sound and text (explore); • demonstrate purpose in their selection of animations and transitions (explore);
<p>Express</p> <ul style="list-style-type: none"> • create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products. 	<ul style="list-style-type: none"> • spell frequently used words correctly (express); • independently show presentation to the group or class (express); • work collaboratively online if appropriate (exchange); and • make changes to work if necessary (evaluate). 	<ul style="list-style-type: none"> • use a range of features, for example, text boxes, images, borders, bullets and numbering (express); • create text and format it to show an awareness of audience and purpose (express); • use a spellchecker (express); • edit images to suit audience and purpose (express); • deliver presentation to the group or class (express); • work collaboratively online when appropriate (exchange) • email presentation attachment to the class teacher (exchange); • make improvements to their work (evaluate); • save presentation in a named folder and be able to access it when required (exhibit); and • showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit). 	<ul style="list-style-type: none"> • create a multimedia presentation, demonstrating a clear understanding of audience and purpose (express); • use a wider range of feature to enhance the presentation eg hyperlinks, sound and video files, insert and embed objects, (express); • edit images, for example, crop, recolour, adjust brightness, contrast (express); • use suitable timing to create a presentation for exhibition (express); • deliver presentation and answer questions related to the content (express); • work collaboratively online when and where appropriate (exchange); • regularly use a 'plan, do, review' cycle to improve their work, alter sequencing of slides if necessary (evaluate); • talk about and describe the process they have undertaken and discuss what they might do differently (evaluate);
<p>Exchange</p> <ul style="list-style-type: none"> • communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. 			
<p>Evaluate</p> <ul style="list-style-type: none"> • talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability. 			
<p>Exhibit</p> <ul style="list-style-type: none"> • manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. 			<ul style="list-style-type: none"> • save presentations and assets in an organised store, updating and deleting files as required (exhibit); and • showcase work by uploading their work to their own e-portfolio or the school's social network (exhibit).

Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety including acceptable online behaviour.

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Enter the website address:
www.globaleye.org.uk

Save into your Favourites by selecting
 Favourites on the top menu bar and
 selecting
 Add to Favourites

Find the Primary section and the topic you are
 researching.

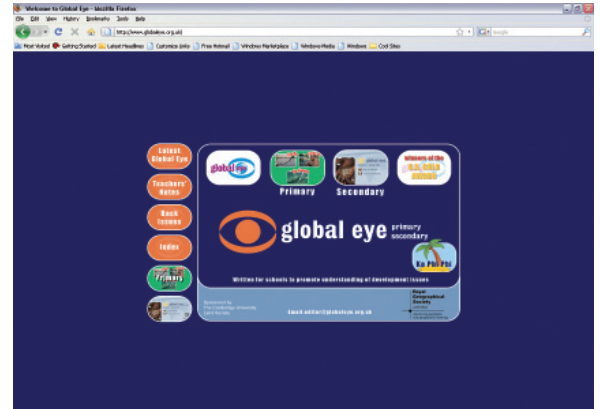
Part 1

Locate and select information on the topic.

Edit the information to use in your presentation.

Within your presentation you need to:

- choose a slide layout
- create text and then change font, size, style and/or colour
- select text from Global Eye website that you wish to include in your presentation and edit by changing font, size, style and/or colour of text
- be careful with your spelling
- using correct punctuation, word spacing
- add a background colour
- combine selected images/sound with text
- make changes to your work
- save presentation and give it a suitable name



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Part 2

You have been asked to create a digital presentation on your topic.

Using the *Global Eye* website, research your topic and decide on the information you wish to present to your class.

When you have found the information you need use this information to create a digital presentation.

You need to:

- select and use a range of suitable layouts for each slide, e.g. select pre-set layouts from the provided templates
- apply slide design templates
- select and use a number of transitions
- use text boxes
- use a spellchecker
- use bullets
- edit images, for example, resize, rotate, use border, sharpen
- make improvements to your work e.g. using slide master
- save presentation in a named folder and open the file again as and when required



Showcase your work to your class.

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Part 3

You have been asked to create a digital presentation on your topic.

Using the *Global Eye* website, research your topic and decide on the information you wish to present to your class.



When you have found the information you need, use this information to create your presentation.

You need to:

- select and use transitions appropriately
- use the custom animation tool to animate each slide
- create a multimedia presentation, demonstrating a clear understanding of audience and purpose
- add a hyperlink
- insert sound and video files
- alter sequencing of slides if necessary
- insert and embed objects
- edit graphics, for example, crop, re-colour, adjust brightness, contrast
- combine above features to enhance your presentation for exhibition
- use 'plan, do, review' to improve your work



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- talk about and describe the process you have undertaken and discuss what you might do differently
- create a loop for your slide show
- save presentations in an organised set of folders and sub-folders, updating and deleting files as required



Showcase your work and present it to your class. Evaluate their responses and make adjustments if necessary.

Write an account explaining how you carried out the task and identify the problems you faced. Give reasons for the choices you made when selecting the information used.