

Location, Location, Location

Desirable Features: Exploring Programming, Researching, Working with Sound, Working with Images

Task Description

This is a generic ICT task on creating a Mediascape* at Levels 3 and 4. Teachers can set this task in a curricular context of their choice.

Pupils should work in small groups to plan and create their Mediascape.

The task has the potential to allow pupils to demonstrate ability in any or all of the Desirable Features listed. Teachers should decide on how they will use the task with their pupils and then make a judgement about which Desirable Features have been demonstrated and at what level.

This task also has the potential for Exchange. Pupils could share ideas about the project using video-conferencing or contribute to a discussion forum or wiki set up by the teacher.

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.**

*A Mediascape is a software file linked to a particular geographical location such as a school playground or a local landmark. The Mediascape file can consist of sounds, images or video associated with various points in this area. The file can then be loaded on to a suitable mobile device with GPS (Global Positioning System) and as a person walks around the area holding the device they can hear and see the stored sounds and images linked to specific points in the location.

A Mediascape can also be viewed away from the location by using the Mediascapes digital environment (this is a free download which can be installed on a computer).

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 content to be included in the Mediascape, pupils should have some experience in the following:

Working with Sound

- Listening to and recording audio.
- Transporting files from a recording device to an editing device.
- Using software to edit sound files.
- Exporting audio files.
- Importing sounds into programmes.

Working with Images

- Using a digital camera or scanner.
- Importing and manipulating graphics.

Researching

- Using search facilities on given Internet sites or CD ROMs.
- Searching for documents, sound or pictures on Internet or shared folders.

Exploring Programming

- Using some commands within the Mediascapes digital environment.
- Experience a sample Mediascape with given content.

Resources

(These will depend on the Desirable Features that you wish to cover).

Computers with the Mediascapes software installed (must be PCs).

Mediascapes example files.

Easy Speak Microphones or USB Microphones.

Headphones.

Suitable sound editing software such as Audacity.

Suitable image editing software.

A bank of sound effects.

A bank of images.

Digital cameras.

Access to mobile devices with GPS.

Projector and Screen/Interactive Whiteboard.

Useful websites

http://www.bbc.co.uk/northernireland/forteachers/technology_in_action/mediascape.shtml

<http://www.createascape.org.uk/>

<http://www.mscapers.com>

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Managing the Task

Pupils should be given opportunities to:

Plan

Pupils should talk about the type of Mediascape they are going to create and the location they are going to use. They should be given the opportunity to look at different Mediascapes which can be downloaded from the Mediascapes website (<http://www.mscapers.com>) They should discuss features which make a successful Mediascape and decide which type of assets (for example sound, image, text) to include in their Mediascape.

Do

Pupils research the information they wish to include in their Mediascape and save any relevant material they wish to include in the Mediascape in an appropriate location. They can also use hardware such as sound recorders and/or digital cameras to create their own material. If they are creating their own files they should use suitable software to edit the material they wish to include in the Mediascape before importing this into the Mediascapes environment. They should decide where to put hotspot regions on the location map and then add their chosen assets to these locations. Pupils should check what they are producing in the Mediascapes environment by using the Mediascapes tester.

Review

Once the Mediascapes are completed and exported, they can be saved onto hand held devices for pupils and others to experience in the identified location. Pupils should talk about how they planned and approached their work, discussing what they have learned through the process and what they might do differently next time.

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 UICT Desirable Features for Exploring Programming, Moving Images, Researching, Working with Images, Working with Sound at Levels 3 and 4. 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

judgment 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
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);
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);
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);
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
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).

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 3 (Working with Sound)	Desirable Features - Level 4 (Working with Sound)
<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"> • transport files from recording device to editing device, for example, sound card, USB, bluetooth (explore); • drag in sound clips in sequence (explore) • use a variety of pre-recorded or given sounds (express); • use software to edit existing sound files, for example, crop a sound clip (express); • work collaboratively online if appropriate (exchange); and • save chosen sounds to a specific location (exhibit). 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • plan a product with a sense of audience and purpose (explore); • create a product with a sense of audience and purpose (express); • edit, refine and modify sound file, for example, cut, paste, sequence, delete (express); • work collaboratively online when appropriate (exchange); • explain improvements made to work (evaluate); • save/store own work to an appropriate location for future presentation (exhibit); and • showcase work by uploading their work to a pre-prepared class 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. 		
	Desirable Features - Level 3 (Working with Images)	Desirable Features - Level 4 (Working with Images)
<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>Typically the pupil can:</p> <ul style="list-style-type: none"> • access and select images from a range of given sources, (guided by teacher), for example, camera, internet, clipart, own artwork scanned by teacher (explore); • insert an image and move it around (express); • scale an image proportionally (express); • select appropriate tools and tool options, for example, size, colour, pencil, paintbrush, paint, fill, special effect, wallpaper and/or repeat options (express); • work collaboratively online if appropriate (exchange); • make changes to work if necessary (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"> • independently access and select images giving reasons for choice (explore); • work with images that may include photo, own scanned image, still from film, clip art or stock (photographic) image (express); • use borders, text boxes, background and WordArt, if appropriate (express); • crop an image (express); • edit image to enhance it (express); • work collaboratively online when appropriate (exchange); • explain changes to an image (observation/verbal) (evaluate); • demonstrate awareness of file format of images (exhibit); • organise storage of their work (exhibit); and • showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit).
<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. 		

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 3 (Exploring Programming)	Desirable Features - Level 4 (Exploring Programming)
<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"> input simple sequences of commands (explore); use more efficient commands such as repeat (explore); work collaboratively online if appropriate (exchange); talk about how and why they chose commands and suggest modifications (evaluate); and save work to a specified location and give it a suitable file name (exhibit). 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> input more complex sequences of commands (explore); build and edit simple procedures (explore); work collaboratively online, for example, using Scratch, download a project and edit it (exchange); discuss how they could improve their commands and procedures and make any necessary modifications (evaluate); and showcase work by uploading to a pre-prepared class 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. 	Desirable Features - Level 3 (Researching)	Desirable Features - Level 4 (Researching)
	<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>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>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.

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For this task you are going to create a Mediascape.

A Mediascape is a software file linked to a particular place such as a school playground or a local landmark. You can use your Mediascape to link sounds, images and videos to different points in this place. If you load your Mediascape on to a suitable mobile device you can walk around your area and listen to and see the sounds and images in the places you put them.

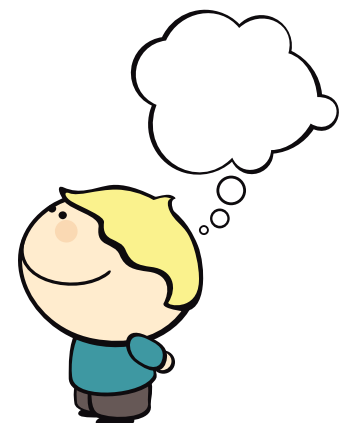
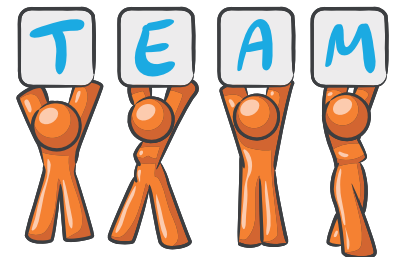


Work in groups to plan your Mediascape.

Decide what you want your Mediascape to be about and what location you want to use. These are some ideas you may wish to use:

- A treasure hunt
- A story or poem
- A drama
- A guided tour
- A radio show

Think about what you want to happen in your Mediascape.



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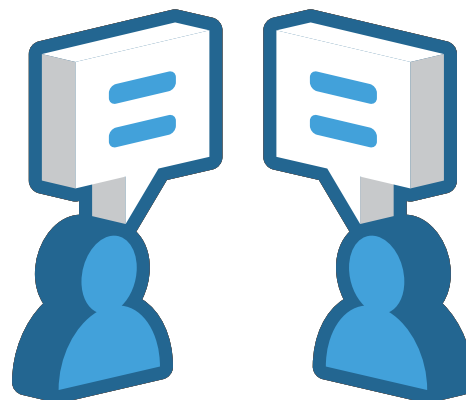
Search the internet, CD-ROMs or other sources for information, sound and/or graphics to include.



Write a list of the sound effects and images you would like to use to make your Mediascape. If you wish, you can use a camera and/or recording device to create your own images and sounds and use suitable software to edit these before you include them in your Mediascape.

Find the Mediascape file your teacher has set up for you on the computer and use the commands to create hotspots on the map. Place your images and sounds on the hotspots.

Check your work in the tester. Does your Mediascape play the way you wanted it to? Discuss with your group and make changes to make it better.



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Save and export your work at various stages. Allow the rest of the class to see your work in the tester and give you their ideas about it. Make any changes to your work you want and export the final version. Ask your teacher to load it on a mobile device and ask other people to use this to experience your Mediascape in your location.

