

# Tell Me About It!

## Desirable Features: Researching Working with Text

### Task Description

This is a generic ICT task on researching at Levels 2 and 3. Teachers can set this task in a curricular context of their choice.

In this task pupils are required to use ICT to find information related to a topic they are doing in class. They are then required to save their work and to talk about their findings to the teacher and others in the class.

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

### Requirements for UICT

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

<p><b>Explore</b></p> <ul style="list-style-type: none"> <li><b>access, select, interpret and research information from safe and reliable sources;</b></li> <li>investigate, make predictions and solve problems through interaction with digital tools.</li> </ul>
<p><b>Express</b></p> <ul style="list-style-type: none"> <li><b>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.</b></li> </ul>
<p><b>Exchange</b></p> <ul style="list-style-type: none"> <li>communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.</li> </ul>
<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li><b>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.</b></li> </ul>
<p><b>Exhibit</b></p> <ul style="list-style-type: none"> <li><b>manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.</b></li> </ul>

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.

### 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:

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

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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:

- selecting an appropriate picture or sound;
- using search facilities on given Internet sites or CD ROMs;
- searching for documents, sound or pictures on Internet or shared folders;
- creating and editing text; and
- inserting images.

## Resources

Suitable software such as MS Word, Textease, Writer, bank of graphics, internet.

Websites sourced by the teacher.

Topic folder created in Public Folder.

## Managing the Task

Pupils should be given opportunities to:

### Plan

Pupils should have access to an appropriate word processing package and appropriate internet sites.

### Do

Pupils should work individually to research a topic. They should add graphics appropriate to the subject. They should be able to save their work.

### Review

Pupils should be encouraged to talk to the teacher or others about their work.

## 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 Researching and Working with Text at Levels 2 and 3. 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 pupils' level of

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

**This task may also 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 2	Level 3
<b>Explore</b> <ul style="list-style-type: none"> <li>• <b>access, select, interpret and research information from safe and reliable sources;</b></li> <li>• investigate, make predictions and solve problems through interaction with digital tools.</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>• <b>find, select and use information from a given digital source (explore);</b></li> <li>• carry out a series of instructions using a digital device or environment (explore);</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>• <b>research, select, edit and use information from given digital sources (explore);</b></li> <li>• carry out and edit a series of instructions, make predictions and solve problems using a digital device or environment (explore);</li> </ul>
<b>Express</b> <ul style="list-style-type: none"> <li>• <b>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.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>create and edit text onscreen, combining images and/or sound (express);</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds (express);</b></li> </ul>
<b>Exchange</b> <ul style="list-style-type: none"> <li>• communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.</li> </ul>		<ul style="list-style-type: none"> <li>• understand that digital methods can be used to communicate and make a contribution to a supervised online activity (exchange);</li> </ul>
<b>Evaluate</b> <ul style="list-style-type: none"> <li>• <b>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.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>talk about how to improve their work (evaluate);</b> and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>make modifications to improve their work (evaluate);</b> and</li> </ul>
<b>Exhibit</b> <ul style="list-style-type: none"> <li>• <b>manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>save their work (exhibit).</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>save using file names and select work to showcase learning digitally (exhibit).</b></li> </ul>

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 2 (Researching)	Desirable Features - Level 3 (Researching)
<b>Explore</b> <ul style="list-style-type: none"> <li>• <b>access, select, interpret and research information from safe and reliable sources;</b></li> <li>• investigate, make predictions and solve problems through interaction with digital tools.</li> </ul>	Typically the pupil can: <ul style="list-style-type: none"> <li>• select an appropriate picture or sound from a wider range and use it purposefully, for example, farm animals/zoo animals (explore);</li> <li>• take part in a whole class discussion about their choices (evaluate); and</li> <li>• save their work (exhibit).</li> </ul>	Typically the pupil can: <ul style="list-style-type: none"> <li>• use search facilities, directed by the teacher using, for example given internet sites or CD ROMs (explore);</li> <li>• search for documents, sound or pictures on internet or shared folders (explore);</li> <li>• find content (explore);</li> <li>• demonstrate some awareness of referencing sources (explore);</li> <li>• discuss where information on a topic might be found (explore);</li> <li>• work collaboratively online if appropriate (exchange);</li> <li>• talk about their choices, restating information, sometimes supported by evidence (evaluate);</li> <li>• save work and give it a suitable file name (exhibit); and</li> <li>• save work to a specified location (exhibit).</li> </ul>
<b>Express</b> <ul style="list-style-type: none"> <li>• <b>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.</b></li> </ul>		
<b>Exchange</b> <ul style="list-style-type: none"> <li>• communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.</li> </ul>	<b>Desirable Features - Level 2 (Working with Text)</b>	<b>Desirable Features - Level 3 (Working with Text)</b>
<b>Evaluate</b> <ul style="list-style-type: none"> <li>• <b>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.</b></li> </ul>	Typically the pupil can: <ul style="list-style-type: none"> <li>• control the mouse to navigate on screen (explore);</li> <li>• create/combine text and available pictures (express);</li> <li>• spell common and familiar words (express);</li> <li>• use spaces in text (show evidence of word spacing) (express);</li> </ul>	Typically the pupil can: <ul style="list-style-type: none"> <li>• open a new (or existing) document (explore);</li> <li>• create text and alter font, size, style and colour of text (express);</li> <li>• position an image appropriately (express);</li> <li>• spell frequently used words correctly (express);</li> <li>• display text appropriately, for example: using correct punctuation, word spacing (express);</li> <li>• include title or subtitles if appropriate (express);</li> <li>• work collaboratively online if appropriate (exchange);</li> <li>• make changes to work if necessary (evaluate);</li> <li>• save work and give it a suitable file name (exhibit); and</li> <li>• save work to a specified location (exhibit).</li> </ul>
<b>Exhibit</b> <ul style="list-style-type: none"> <li>• <b>manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.</b></li> </ul>	<ul style="list-style-type: none"> <li>• use full stops and some capital letters (express);</li> <li>• talk about how to improve their work (evaluate); and</li> <li>• save work using icon (exhibit).</li> </ul>	

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

## Tell Me About It!

Your teacher has asked you to find out some information about a topic and use the computer to write about it.

Use the internet sites that your teacher has found for you.

Choose pictures and information to include in your writing.

When you have finished, show your work to someone in your class and discuss how you might improve it.

Make any changes.

Save your work into your topic folder.

