

MINDS' Project

Multiple Intelligences in Defining, Designing and Developing the learning material for teaching and learning model.

Acknowledgement

The assistance of the pilot LEAs in developing these materials is gratefully acknowledged.

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About the ICT sample teaching units for Year 9 Secondary school

This unit is one of a series that illustrates how yearly objectives from the *Framework for teaching ICT capability: Years 7, 8 and 9* can be grouped together and taught.

There is no requirement to use the units. They contain sample lesson plans that you can, if you wish, amend to suit your local circumstances and the needs of your pupils. For example, it may be appropriate to change the exemplar contexts, to use different activities to teach objectives or to teach the unit to a different year group. Word versions of the lesson plans will be published on the Year 9 Secondary school website at www.standards.dfes.gov.uk so that you can download them to modify the plans.

The units contain plans for lessons of 180 minutes. Each activity in the lessons has a guide time. The guide times will help you to fit the activities into the time available in schools where the lesson length is different. For example, the activities in one lesson could be taught over two lessons, or a skills-based lesson, to teach particular aspects of more complex software, could be inserted at an appropriate point. In both cases, the structure of lessons could be maintained, with the insertion of some extra starter and plenary activities.

The *Framework for teaching ICT capability: Years 7, 8 and 9* recommends that schools offer one hour each week, or 38 hours per year, for the discrete teaching of ICT lessons. The teaching units for a year, if taught without amendment, would require considerably less teaching time than 180 hour x 3 weeks. This leaves time for lessons of your own design at appropriate points. So, for example, objectives could be revisited to consolidate learning or to provide opportunities for assessment.

The lesson plans are intentionally very detailed to give busy teachers a full picture of how each lesson might be taught. Teachers' own plans would probably be much less detailed.

Apart from sample teaching unit 7.1, which should be used before any of the others, the order in which the units are taught is not important.

About this sample teaching unit

Unit 7.1 is an introductory unit for Year 7 pupils who will enter with varying levels of attainment and experience. The purpose of the unit is to develop pupils' ICT capability, building on their existing knowledge, skills and understanding in the subject. The lessons suggested in the unit also provide opportunities for teachers to find out what pupils can do and to give support to those with less experience or limited expertise in the necessary skills.

ICT Framework objectives**EXCHANGING AND SHARING**

Fitness for purpose

- Use given criteria to evaluate the effectiveness of own and others' publications and presentations.

Refining and presenting information

- Plan and design the presentation of information in digital media, taking account of the purpose of the presentation and intended audience.
- Use ICT to draft and refine a presentation, including:
 - capturing still and moving images and sound (e.g. using a scanner, digital camera, microphone);
 - reorganising, developing and combining information, including text, images and sound, using the simple editing functions of common applications.

Timing

This unit is expected to take six lessons of 60 minutes. However, each activity has a guide time, which you can adjust to alter the number and duration of lessons, to suit your own school timetable.

Task

In this unit pupils will plan and create presentations about themselves. It is intended that each presentation will be projected on screen and accompanied by a spoken commentary. The audience will be the rest of the class.

Pupils will explore the concept of 'fitness for purpose' when using images, text, colour and sound to enhance their presentation. They will consider how to match and adapt their presentation to a given audience and purpose. Finally, they will evaluate the suitability of their work for different audiences and purposes.

The lessons are designed for pupils working at Levels 4 and 5, with extension work for pupils working at higher levels. Adaptations and additional material are suggested for less-experienced pupils or for pupils working at lower levels.

Resources

- Computers with sound cards
- Large screen display for teacher demonstrations and pupil presentations
- Whiteboard or flipchart and different coloured pens (optional)
- Scanners, digital cameras, microphones
- Presentation software
- Access to shared area on the school network
- Large selection of pre-selected images and sounds (clip art, photographs, magazines)
- Teacher resources: 7.1T1a, 7.1T1b, 7.1T2b, 7.1T2c, 7.1T2d, 7.1T3a, 7.1T3b, 7.1T4a, 7.1T5a, 7.1T6a
- Pupil resources: 7.1P2a, 7.1P5b, 7.1P6b

Prior learning

Pupils should already know how to:

- log on to the network;
- load and save work in a shared area, using the file name conventions of the school;
- use knowledge, skills and understanding set out in the 'Exchanging and sharing information' section of the Key Stage 2 programme of study, including:
 - editing, inserting, deleting, moving, copying and pasting text and pictures;
 - designing a presentation: creating slides, entering text and inserting pictures.

Subject knowledge needed by teachers

To teach this unit, teachers will need to know how to:

- load and save work in a shared area;
- use a large screen display/interactive whiteboard;
- use presentation software and create effective presentations;
- access sounds and images;
- add sound and images to presentations;
- explain the differences between vector-based and bitmapped images.

Lesson outlines

WEEK 1

LESSON 1

Selecting and organising content for a presentation

- 1 Starter: Identifying key content in a presentation
- 2 Considering critically the information in a presentation
- 3 The aim of the unit
- 4 Organising a presentation
- 5 Creating an initial design

- 6 Plenary: Reviewing match of content to audience
Homework: Choosing and collecting pictures to illustrate a presentation

LESSON 2

Selecting and using appropriate images

- 1 Starter: Images for a purpose
- 2 Choosing images
- 3 Adding images to a presentation
- 4 Creating a presentation with images
- 5 Plenary: What images work well, and why
Homework: Collecting images to support the message and justifying choices

LESSON 3

Selecting and using appropriate fonts and colours

- 1 Starter: Appropriateness of text and colour in a presentation
- 2 Using different colours and text in a presentation
- 3 Using text characteristics to convey meaning
- 4 Developing the presentation through fonts and colour
- 5 Plenary: Evaluating the effect of fonts and colour
Homework: Annotating presentations to suggest improvements

WEEK 2

LESSON 4

Selecting and using appropriate sounds

- 1 Starter: Different uses of sound in a presentation
- 2 Using sound to create atmosphere
- 3 Inserting sounds in a presentation
- 4 Developing the presentation by adding sound
- 5 Evaluating the use of sound
- 6 Plenary: Using sound effectively in a presentation
Homework: Use of sound in television advertisements

LESSON 5

Modifying the style of a presentation for a different audience

- 1 Starter: Rules for a 'perfect presentation'
- 2 Comparing the presentation with the rules
- 3 Applying a consistent format in presentation software
- 4 Adapting the presentation style for a different audience
- 5 Evaluating the revised presentation
- 6 Plenary: Comparing the style of presentations for different audiences
Homework: Suggesting presentation content for an adult audience

WEEK 3

LESSON 6

Modifying the content of a presentation for a different audience

- 1 Starter: Suggesting adaptations to a presentation

- 2 Adjusting content for an adult audience
 - 3 Adapting the presentation content for an adult audience
 - 4 Evaluating presentations against criteria
 - 5 Plenary: Extending the presentation to a wider audience
- Homework: Reviewing what has been learned

PROJECT PRESENTATION

Students need to present the main project. This is the overall project that has been developed from the knowledge they have learnt. Project presentation including all the criteria on how to develop an effectiveness presentation. Students will be evaluated based on their performance for their presentation.

Selecting and organising content for a presentation

ICT Framework objectives

EXCHANGING AND SHARING

Refining and presenting information

- Plan and design the presentation of information in digital media, taking account of the purpose of the presentation and intended audience.
- Use ICT to draft and refine a presentation by reorganising text using the simple editing functions of common applications.

Key vocabulary

From Year 6: audience, bullet point, draft, image, plan, presentation software, purpose

From Year 7: log on, network, shared area

Preparation and planning

- Ensure that you are familiar with the presentation software you will be using, for example, the outliner function in Microsoft Powerpoint (see 7.1T1b Using the outliner function.ppt, for help).
- If necessary, prepare guidance for pupils to help them to get started with the presentation software to be used.
- Make sure that there is a wall display showing pupils how to use the network system, including how to log on, how to save to own area, how to use the printer.
- Create a key vocabulary wall display for the unit, which can be added to each week as lessons progress.
- Prepare a whiteboard or flipchart with the headings needed for activity 1.

Resources

- Enough computers for pupils to work in pairs or small groups
- Large screen display
- Whiteboard or flipchart with headings for activity 1
- Presentation software
- Resource file 7.1T1a Pat's poor presentation.ppt
- Resource file 7.1T1b Using the outliner function.ppt

		Lesson outline	180 minutes
Defining Stage	1	Starter: Identifying key content in a presentation	Viewing presentation Whole class minutes
	2	Considering critically the information in a presentation	Viewing presentation Whole class minutes
Designing stage	3	The aim of the unit	Discussion Whole class minutes
	4	Organising a presentation	Demonstration Whole class minutes
Developing stage	5	Creating an initial design	Using software Paired work minutes
	6	Plenary: Reviewing match of content to audience	Individual presentation Whole class minutes
		Homework	Individual work

Related links.

http://www.jsmusic.org.uk/it_skills/

<http://home.freeuk.net/nucmed/Conference.html>

<http://www.webct.com/service/ViewContent?contentID=22203392>

<http://www.edtech.vt.edu/edtech/id/models/index.html>

<http://www.ictineducation.org/>

<http://www.presentations.com/presentations/index.jsp>

<http://www.calss.utoronto.ca/pamphlets/oral.htm>

<http://www.cnn.com/2003/TECH/ptech/12/30/byrne.powerpoint.ap/>

Activities

<p>20 minutes</p> <p>Multiple Intelligences apply</p> <ul style="list-style-type: none">• Verbal• Visual• Social / Intra.• Aural• Logical	<h3>1. Defining Task : Identifying key content in a presentation</h3> <p>Load the presentation file 7.1T1a Pat's poor presentation.ppt on the large display. Explain that you are going to show the class a presentation made by an imaginary Year 7 pupil called Pat. The purpose of the presentation was to introduce Pat to the rest of the class.</p> <p>Show the pupils the headings on the whiteboard or flipchart.</p> <ul style="list-style-type: none">• Five things I found out about Pat• Five things I would like to know about Pat <p>Tell them that after they have watched the presentation they will be asked for this information.</p> <p>Show the presentation slides, then quickly collect pupils' responses, writing them under the headings on the whiteboard or flipchart.</p>
<p>20 minutes</p> <p>Multiple Intelligences apply</p> <ul style="list-style-type: none">• Verbal• Visual• Social• Solitary• Aural <p>Technologies: Web Email Videos DVD camera Animation Graphic Powerpoint</p>	<h3>2. Considering critically the information in a presentation</h3> <p>Tell pupils that in this lesson they are going to think about the information Pat gave in the presentation, not the appearance of the slides. Remind them that they have already identified some key facts about Pat and some things they would like to know. Ask questions such as:</p> <ul style="list-style-type: none">• Why do you think Pat did not include some of the things you would like to know?• Was the information easy to understand?• Was there too much or too little information on the slides?• Did the presentation have a clear beginning, middle and end?• Were the spelling and grammar correct?• How could Pat have improved the information in the presentation?• What impression do you have of Pat at this stage? Summarise:<ul style="list-style-type: none">- what you are sure about;- what the presentation leads you to think, and why.
<p>40 minutes</p> <p>Multiple Intelligences apply</p> <ul style="list-style-type: none">• Verbal• Visual• Social• Logical• solitary• Kinesthetic• Aural	<h3>3. Designing stage - The aim of the unit</h3> <p>Explain that by the end of the six lessons in this unit the pupils should have the skills and understanding to create an effective presentation. Tell them that an effective presentation is one in which the audience finds the information useful and interesting and where fonts, colours, images and sound are used in ways that catch their attention and help to get the information across. Stress that in this lesson they will learn to plan and organise the content of a presentation. Other lessons will cover presentation style.</p> <p>Ask pupils if they are familiar with the presentation software. Note those that are, so that you can ask them to help other pupils. Stress that they need not worry if they have not used the software before, as part of the process will be to find out what they can do. They will be given opportunities to learn as the unit progresses.</p>

25 minutes

Multiple Intelligences apply

- Verbal
- Visual
- Social
- solitary
- Kinesthetic
- Aural

Technologies:

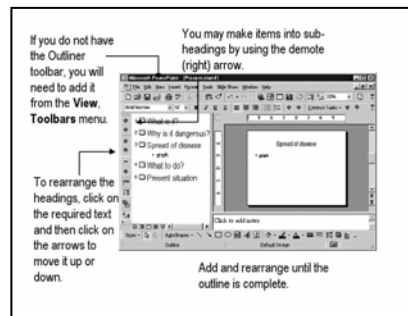
Web
Email
Videos
DVD camera
Animation Graphic
Powerpoint

4. Organising a presentation

Tell the pupils that they will each produce a presentation to introduce themselves to the rest of the class. Ask them to consider what information they found useful in Pat's presentation, and what else they would have liked to have been told. Suggest that they bear this in mind when they plan their own presentations.

Explain the terms 'purpose' and 'audience'. Say that for this task the purpose is to give useful information about themselves. The audience will be their new Year 7 class, some of whom they have met only recently.

Load the presentation software on the large display. Say that presentation software often includes tools to help organise the content of a presentation, for example, the outliner function in Microsoft PowerPoint (see 7.1T1b Using the outliner function.ppt).



Ask pupils for ideas for possible content for the presentation. Input these as slide headings within the outliner function, including all suggestions. Generate about eight to ten slides for pupils to choose from in the next activity.

When the ideas have been collected, demonstrate how to group and rearrange the headings, by moving ideas up or down and by promoting or demoting. To do this, they use the arrow buttons on the outliner toolbar (see 7.1T1b).

Use one slide to show pupils how to organise ideas under headings and subheadings, for example, on a slide called 'My favourite sports' there could be bullet points for 'rounders' and 'football'. Tell pupils that they will continue organising their ideas in the next activity.

Explain that this file will be saved in a shared area on the school network, as a common file for all pupils to access. Point out the wall display showing how to work with the network.

<p>60 minutes</p> <p>Multiple Intelligences apply</p> <ul style="list-style-type: none"> ● Verbal ● Visual ● Social ● solitary ● Kinesthetic ● Aural <p>Technologies: Web Email Videos DVD camera Animation Graphic Powerpoint</p>	<p>5. Developing stage - Creating an initial design</p> <p>Tell pupils that they now have some ideas they can use as a starting point for their presentation. Say that they are going to work in pairs to put together a presentation of six slides about each of them. Show slide 7.1T1b Using the outliner function.ppt, on the large display, so that pupils can refer to it as they work. Ask pupils to decide how to group and organise the ideas suggested, using the techniques already demonstrated. Suggest that they add ideas of their own.</p> <p>Remind pupils to think about their audience and the purpose of their presentation when they choose the information. Suggest they ask themselves these questions.</p> <ul style="list-style-type: none"> ● What would other pupils want to know about me? ● Why would this be useful to them? ● Is the information in the right order? ● Am I sure that all the other pupils will understand my presentation?
<p>15 minutes</p> <p>Multiple Intelligences apply</p> <ul style="list-style-type: none"> ● Verbal ● Visual ● Social ● solitary ● Kinesthetic ● Aural 	<p>6. Plenary: Reviewing match of content to audience</p> <p>Select one or two pupils to show their presentations on the large display. Encourage other pupils to contribute and draw out the key features of what they have learned. Help pupils to evaluate the presentations by asking these questions.</p> <ul style="list-style-type: none"> ● Who is the audience? ● What is the purpose of the presentation? ● What do you want the audience to know? ● What would the audience find useful to know? ● What is the most important piece of information in your presentation? ● Does the order of your slides represent the order of importance of the information? ● Is the content of the presentation suitable for the purpose and the audience? Why?
<p>Multiple Intelligences apply</p> <ul style="list-style-type: none"> ● Verbal ● Visual ● Social ● solitary ● Kinesthetic ● Aural ● Logical <p>Technologies: Web Email Videos DVD camera Animation Graphic Powerpoint</p>	<p>7. Homework</p> <p>Ask pupils to choose and collect pictures they might want to use to illustrate their presentation, for example, images on floppy disk, cuttings from a magazine, photographs. They should bring some of the pictures with them to the next lesson. Provide magazines, and plain paper for sketching ideas, for those pupils doing homework in a homework club or centre.</p>

Conclusion

As what I mentioned this is only a part of my PhD project that I haven't finish yet. This part is modified from LEA's teaching project for student year 6-8. Student will learn all the content within 1 semester. Modification that I have made is justified the student background based on their intelligences and develop learning material based on priority of their intelligences which dominant come first. See my further development at :

http://www2.warwick.ac.uk/fac/soc/wie/research/centres/centre/research_opportunities/razali/

MI will influence the using of technology in teaching and learning activities. Therefore choosing the right technology is most important things we need to know. Using a proper strategy and technique of teaching and learning will motivate student in their learning process. This wil end with more successful of learning.

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