

ICT In Education Educators' Course

Paper II: Knowledge Deepening Cycle Examination

Time: 90 minutes
Marks: 100

- Read the questions carefully
 - Ensure that your script has your name clearly printed at the top. If you have a student number insert this data too.
 - Number your answers exactly as the questions are numbered on this question sheet.
 - Work in an orderly way and present your answer as neatly as possible.
 - You are strongly encouraged to type your answers on a computer using a word processor but should you be concerned that this will take too long then a hand written submission is acceptable.
 - Accurate and adequate factual knowledge is essential but equally important is the ability to use the correct technical terms appropriately.
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Section 1: Understanding ICT in Education

1. According to the guidelines used in this course when planning a learning activity you should ask yourself four 'big' questions. The questions can be summarized as:
 - a. Who? Why? What? When?
 - b. Who? Why? How? Will?
 - c. Why? How Much? When? Will?
 - d. Who? Why? How? How Much?

(2)
2. Which of the following objectives is NOT an objective of the ICT4 Guyana National Strategy?
 - a. To promote the development of ICT services and businesses to increase job opportunities and generally to improve the economic and social well-being of Guyanese;
 - b. To ensure access to reliable ICTs at the lowest sustainable prices so that all Guyanese have the opportunity of participating in the information and knowledge society;
 - c. To create a new generation of citizens that can use ICTs to leapfrog Guyana's development;
 - d. To use ICT to encourage globalization and the adoption of global values that can modernize and replace outdated and old Guyana methods and culture.

(2)
3. The objectives of the Revised National Information Technology Guides do NOT include:
 - a. Guide the teaching of Information Technology in schools;
 - b. Help teachers improve their Information Technology skills;

- c. Help to prepare students for Information Technology at the Caribbean Examination Council (CXC) and Caribbean Advanced Proficiency Examination (CAPE);
 - d. Serve as a tool for students who choose not to write IT CXC or CAPE but need to have a working knowledge of IT for the world of work.
 - e. All of the above
 - f. None of the above
- (2)
4. In a short paragraph of no more than 200 words explain the relationship that should exist between subject curriculum statements and curriculum guides, and your teaching at one level and national development priorities at the other.
- (8)
5. Describe three ways that technology is being used to support and even strengthen the integration of national policy at the classroom level.
- (6)
- Section Sub Total: (20)

Section 2: Curriculum and Assessment

6. Use the table below to develop a lesson activity for your teaching subject or learning area that encourages the development of a particular *functional skill* through the use of *technology*.

<i>Lesson Plan</i>	
Level (Primary/Secondary):	
Grade:	
Subject:	
Topic:	
Objective: <i>(Include specific reference to a particular functional skill)</i>	
- <i>Skills:</i>	
- <i>Knowledge:</i>	
- <i>Attitude:</i>	
Content:	

<p>Description of Activities (Methods/Strategies/Materials):</p> <p><i>Include a description of how technology will be employed to facilitate the acquisition of the functional skill.</i></p>	
<p>Evaluation:</p>	
<p>Areas of Integration:</p>	

(15)

7. In a short paragraph of no more than 500 words describe the positive characteristics of using a Rubric in the evaluation of student work.

(5)

Section Sub Total: (20)

Section 3: Pedagogy

8. In a paragraph of no more than 500 words describe the philosophical justification for using Problem Based Learning (PBL). What views or perspectives underpin the teaching and learning using this approach?

(8)

9. It is possible to design a PBL project that does not use digital technologies so describe what role computers and the Internet might play in implementing a PBL project. In what ways can technology enhance a PBL project?

(8)

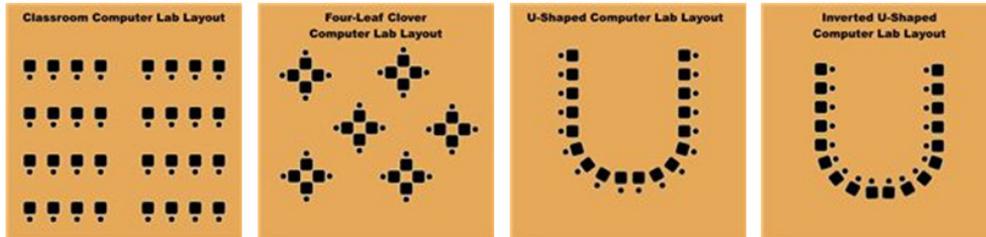
10. Describe how the use of a presentation package might support learners using the 'Jig Saw Approach'.

(2)

Section Sub Total: (20)

Section 4: Organization and Administration

11. Study the diagrams below and then answer the following question:



Describe for what teaching purposes/activities each of these computer laboratories layouts would be appropriate and then identify a layout that you believe would suit your teaching style. Justify your answer.

(20)

Section Sub Total: (20)

Section 5: Life Long Learning

12. Provide a brief description of the concept Personal Learning Network (PLN).

(4)

13. According to various education experts such as 'Once a Teacher' what contributions might a PLN make to you as a teacher. Provide some practical, concrete benefits that can be derived from building and participating in such a structure.

(4)

14. Identify some social networking tools that can be used in setting up a PLN and explain what their services are.

(6)

15. According to David Warlick (2006) there are three main PLN types. Briefly describe the three types.

(3x2=6)

Section Sub Total: (20)

Examination Total: (5x20=100)