Information and Communication Technology (ICT) Learning Experiences

Summary
The Information and Communication Technology (ICT) Learning Experiences in this interdisciplinary unit introduce students to ICTs as they collaborate, solve problems, and listen, speak, read, write, view, and represent in the context of the Grade 4 curriculum in which they are currently working. These learning experiences (LEs) begin at the start of a school year and allow students to develop skills they will use throughout the unit, as well as the rest of the school year.

The order in which teachers introduce the nine ICTs in this section is flexible; however, since ICT.1: Toolbox Binder and ICT.2: Write This Down lay the groundwork for the rest of the section, they should be done first. Take the following into consideration when planning for the remaining ICTs:

- Assess the results of BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills to determine students' strengths, and start there. Using prior skills while making connections to new ICTs helps students as they acquire new skills.
- Evaluate curricular needs and use authentic opportunities that may arise daily to introduce an ICT. An offer to participate in an email exchange, for example, may be the incentive to teach ICT.3: Riddle This ahead of the planned schedule.
- Plan to introduce an ICT at a time when it can be practised often and regularly. Word processing should be used daily. Menus tend to be similar in most software, and once students are proficient at word processing, they will learn other ICTs faster and make useful connections about uses and functions.
- Introduce a new ICT only after students are familiar and comfortable with the ICT previously learned and have had several opportunities to practise it.
- Consider that some ICTs suggest that prior knowledge of a skill may be helpful in learning the new ICTs.
  - Conduct ICT.4: Looks Like This concurrently with ICT.1: Toolbox Binder.
  - Teach ICT.6: Caught in Action before students learn to insert photographs in ICT.7: Make Your Point.

How can information and communication technology-based learning outcomes be assessed in the classroom?

> Performance-based assessments that require students to use information technology to gather, organize, analyze, and communicate information can be used to assess information technology-based learning outcomes. A combination of self-assessment and peer and teacher assessment can be used (Manitoba Education and Training, *Technology As a Foundation Skill* 13).

Descriptions of the nine ICT learning experiences follow.

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ICT Title	Estimated Time	ICT Overview
ICT.1: Toolbox Binder	40 minutes	Students assemble a Toolbox Binder for their class. It contains all the information and communication technology (ICT) resources they need for ongoing support in their learning. Students apply the skills they acquired in OLE.1: Personal Binder Reminder to manage the Toolbox Binder. They also complete BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills to self-assess the level of their ICT skills.
ICT.2: Write This Down (Word Processing)	120 minutes	Students review word-processing skills they have previously acquired at school or at home, and become familiar with technical vocabulary and word-processing techniques they will use throughout the school year. Students learn to use the Help function of word-processing software and learn to write technical tips in a step-by-step manner similar to that of Help files.
ICT.3: Riddle This (Email)	240 minutes	Using anonymous email accounts, students are introduced to the email software application or web-based email used by the school, while participating in a riddle activity to learn about each other. Students practise creating and sending email messages, checking email, and reading and replying to messages.
ICT.4: Looks Like This (Graphics: Painting/Drawing)	90 minutes	Students use graphics program (such as painting or drawing software) to create and print title/cover pages for the class Toolbox Binder (see ICT.1: Toolbox Binder). Throughout the school year, students continue to create images and graphics to illustrate their work, as well as creating electronic illustrations they can insert in multimedia presentations and on web pages.
ICT.5: Inspired (Concept Mapping)	150 minutes	Students use concept-mapping software to create a title page for their Personal OLE Binder or to organize information for a personal biography or a biography of a key pal.
ICT.6: Caught in Action (Digital Camera/ Video)	90 minutes	Students use a digital camera and/or still shots from a digital video camera to take pictures of themselves and to create a poster.
ICT.7: Make Your Point (Multimedia)	150 minutes	Students create a short multimedia presentation about themselves, or they create a presentation about a research topic in any unit of study.

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ICT Title	Estimated Time	ICT Overview
ICT.8: Look for It: Learning to Search the Internet	150 minutes	In this introductory Internet learning experience, students develop their understanding of the Internet, learn what they can expect to find on the World Wide Web, and learn how to search online effectively for pertinent, valid, and reliable information. Throughout the school year, they search and locate appropriate websites for their inquiries in science or social studies, as well as websites that support their investigations within this interdisciplinary unit. In the process of using primary and secondary sources, students develop information literacy skills.
ICT.9: Chart This (Spreadsheet)	90 minutes	Students use a spreadsheet to record and graph information about common characteristics, traits, and/or tastes of their classmates. This learning experience can be adapted to record and graph data from any current unit of study.