

Literacy approaches for Teaching and Learning ICT. Session 2 - Planning and delivering a sequence of activities for presentations and extended writing



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Planning – analyse the language demands of key tasks or units of work

Curriculum Objectives	Key Activities	Language Functions	Language Features	Language Structures	Academic Vocabulary
Desired outcomes	What will be done by learners	Techniques required in use of language	Tone, style, voice, figurative language, grammar	Examples of sentence starters, linking words etc.	Context-related words

2

Practise *'message abundance'*

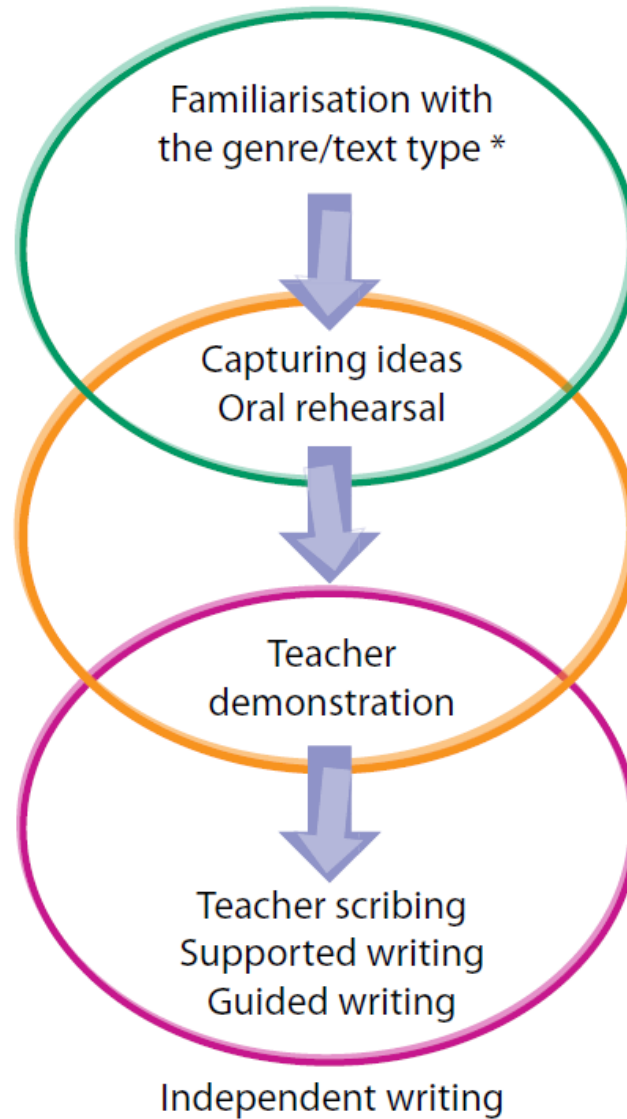
EAL learners, in particular, thrive where there is 'message abundance' – amplification NOT simplification:



A teaching sequence might include:

- a shared video experience
- T:S talk with effective recasting of language
- S:S talk with appropriate pairs / groups (good role-models)
- hearing everyday AND technical language used in context
- thinking / planning sheets
- writing / shared writing modelled on the IWB (or similar)
- chance to practise new concepts and enable learning in a new context

A teaching sequence for writing



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The 'print' environment – key vocabulary, oral prompts, models of writing, trigger materials etc.



Make and display large posters
<http://posterazor.sourceforge.net/>

D2 – discuss the impact that file formats, compression techniques, image resolution and colour depth have on file size and image quality.

When creating an image using computer software it is important in the first instance to be clear on what the image will be used for, e.g. **whether** it will be used on a website or printed out. It is **also** necessary to be clear on what level of detail you will need on the image you will be creating for example **whether** it is a photographic image or a simple graphic with few colours and limited detail.

The **first** decision that will affect the file size will be the file format you choose to save your graphic into. If the image is photographic in detail then a larger file size with more information will be required and therefore a format such as TIFF would be suitable to give sufficient detail to a photograph that is printed onto paper. **Alternatively**, if the final graphic was intended for use on the screen, for example on a webpage or presentation, **then** a more compressed format would be acceptable such as JPEG.

The process of compressing an image, **also** known as optimisation, is the removing of information that you are not likely to notice with the naked eye resulting in a smaller file size with no visible loss in quality. Compression is done by choosing a file format that is suitable for the end use of the image. **However**, it is important to choose a file format that compresses images in a suitable way. JPEG format uses a compression technique called **lossy** compression **which** results in the image degrading very slightly each time it is saved **which** means that if you are going to be working on an image over a longer time period you are likely to experience a decrease in its clarity. **However**, the format TIFF uses a compression technique called **lossless** compression and no matter how many times the file is saved it does not reduce in quality.

Image resolution refers to the number of dots required to make up an image either on screen or on a printed copy. The resolution of an image is measured in DPI or Dots Per Inch it can also be measured in PPI (Pixels Per Inch). The smaller the DPI, the smaller the file size and the less detail is present on the image. **As** with selecting a suitable file format, choosing a suitable resolution depends on the intended use of the image. **If** an image is to be used on screen and not to be scrutinised too much **then** a resolution can be quite small such as 72 DPI **whereas** if an image is to be printed and possibly looked at many times then a higher resolution would be more suitable such as 300 DPI.

Color depth determines how many colours can be reproduced in an image. It indicates how many bits of data are used to represent the colours in an image. **Clearly**, changing the colour depth of an image is **another** technique that can be used to vary the file size or quality of an electronic image **but** it is important to make the right choices depending on the intended use of the image. 24 bit colour depth is enough for an image to resemble real life consequently most output devices such as monitors and printers are this colour depth. JPEG images use 24 bit colour depth and they are most suited to photographic detailed images **whereas** GIF images only use 8 bit colour depth and are **therefore** most suited to cartoon or simply detailed images with limited colours such as clipart or logos.



A starter activity

A process to find the best balance between file size and picture quality.

Image compression

Vocabulary building – Dominoes, Follow-me exercises

Image resolution	The maximum number of colours that are used to make up an image.	Colour depth	A particular way that information is encoded for storage in a computer file.	File format	Minimizing the file size of a digital image without degrading the quality.
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The amount of detail that make up an image

Bitmap

Produced with Formulator Tarsia software

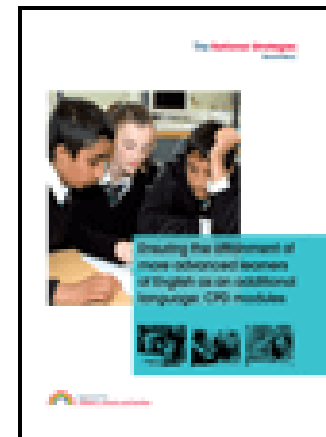
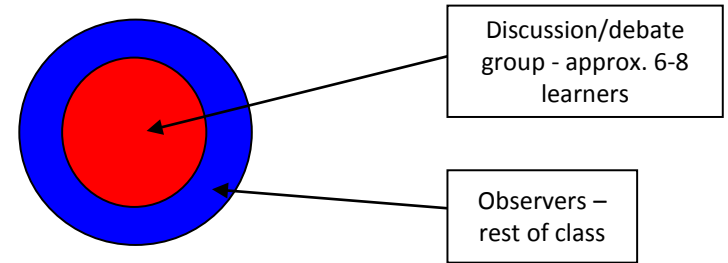
An image consisting of rows and columns of dots.	Vector graphic	An image consisting of points, lines, curves, and shapes.	DPI	Dots per inch – the resolution of an image.	Image optimisation
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Employ talk for writing approaches – A Socratic Debate

Socratic Debate

- A group of children (or adults) discuss a question or an idea arising for the topic they are studying
- It is usually helpful to have some form of text, diagrams or series of images as a stimulus
- While the inner group are talking, they are observed by an outer group of learners, all of whom have been given a specific focus for their observations (such as vocabulary, connectives, particular ideas)



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Analyse writing using a diagnostic writing tool

T2 Appropriate text type and register

T8 and T6 Paragraphs used appropriately to organise ideas, but presentation and layout do not suggest a leaflet

T7 Appropriate opening and closing

S2 Complex sentence, though not accurately punctuated

S7 Tense used inaccurately

S16 Use of questions/exclamations

Mosquito Deterrent Device ...

Do you want your shops being vandalised by gangs and hoodies or do you want friendly customers? Don't you need a bit of silence for ...

Rizwana a mother of 5 from Manchester, was ...

This is a once in a lifetime opportunity to sign up for a lifetime supply of relief once you buy it! How? produced when the mosquito device sound can be described in terms of which is a measure of how high it is. In our case the mosquito device and it could only be heard for those 20. The device can be heard if it is range our ears can detect. The sound the ear flap which catches the sound waves travels through the ear canal and ear makes it vibrate when sound energy it reaches to the cochlea it turns the into electrical signals. The auditory nerve the electrical signals to the brain.

S16 Use of questions/exclamations

S5 Collocation

T5 ideas used appropriately from source text in this paragraph

S2 use of complex sentences

T10 Subject knowledge shown

S3 Sentences tend to start with subject

S4 Inaccurate use of preposition

W2 Accurate use of subject-specific vocabulary

The Diagnostic Writing Tool

Text level – Key features		APP	Evidence – well done	Evidence – not well done	No evidence
T1	Engages the reader	AF2			
T2	Text type (explanation, instruction, analysis...) and register appropriate (e.g. use of Standard English, if appropriate) to purpose	AF2			
T3	Appropriate length	AF2			
T4	Number and range of ideas	AF3			
T5	Ideas used appropriately from source text	AF3			
T6	Presentation and layout	AF3			
T7	Appropriate opening and closing	AF3			
T8	Organisation (paragraphs, by topic, appropriate sequence...)	AF3			
T9	Development of theme(s) and ideas	AF1			
T10	Relevant subject knowledge shown				
Sentence level – Key features					
S1	Cohesion – linking ideas within and between paragraphs	AF4			
S2	Use of simple and compound sentences (e.g. using and, then, next)	AF5			
S3	Use of complex sentences (e.g. using connectives such as: when, because, or or at a higher level if... then, although, in spite of the fact that...)	AF5			



"I think more about the lessons now and plan for language."

Class Teacher