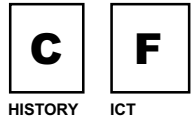


ICT ACTIVITY 20

Creating a virtual museum containing artifacts used in Britain since 1948.

Year Group: 6



Resources

HyperStudio ; digital camera; laptop;
 artifacts brought in for History project
 Web search using BBCi: <http://www.bbc.co.uk>
http://www.4learning.co.uk/essentials/history/units/postwar_bi.shtml

Context (Pupils' prior experience)

The pupils had previously worked through the 'Tutorial' on HyperStudio and some of them had gone on to create a mini project with some text and animation. Pupils had brought in artifacts to investigate in a hands-on History lesson. They also had the opportunity to use the BBCi websearch to find material on 'Britain since 1948' (see URLs above).

Task Description

Pupils use a digital camera to take photographs of the artifacts and move the images into a file on the laptop. They select a section of the picture to load on to a card in HyperStudio. They create new cards in HyperStudio to import the selected picture and add text with information about each artifact and they design buttons to enable the reader to move around the different cards.

Learning Intentions

History: Knowledge and Understanding	ICT: Skills, Knowledge and Understanding	ICT Level		
		KS1	KS2	KS3
Demonstrate factual knowledge and understanding to identify some similarities and differences between life in 1948 and now.	Use a multimedia authoring program like HyperStudio to combine images, sound and text on a multimedia page.	w/1	2/3	4/5
Demonstrate factual knowledge and understanding of aspects of British life since 1948; use this to identify changes within and across the period	Use a multimedia authoring package to organise, refine and present a set of linked multimedia pages which combine images, sounds and text.	1/2	3/4	5/6
Make links between the changes and the causes of the changes, and describe these links in some detail.	Use a multimedia authoring package to organise, refine and present a set of linked multimedia pages which combine images, sounds and text and offers users a variety of options. Consider the needs of the audience	2/3	4/5	6/7
History POS Related to task: 1a, 2a, 3, 4a, 4b, 5a, 5b, 11b	ICT POS related to task: 1a, 1b, 2a, 3a, 3b, 4a, 4c, 5b			

Teaching Approach

The whole class is introduced to the project in the initial session. In all the following lessons small groups of pupils are taught the various skills they need so that they can progress with their work. They then, in turn, teach other children. Pupils work in mixed ability pairs using a laptop in the classroom on a rota system throughout the day. They work independently with occasional help when necessary. A full description can be found in the on-line lesson plans on <http://ecs.lewisham.gov.uk/intict>

Links with other curriculum areas

Literacy – Writing reports and presenting information taking account of the audience.

Subject Learning Gains (History)

It will give the class the opportunity to exchange and share information they have collected on a more permanent basis and to reflect on the best way of presenting this information for a specific audience. They will be able to review the project as a whole and make suggestions for improvements.



Pupils' Work



This pupil was able to work independently with her partner using the digital camera to take pictures, then import them into HyperStudio and adding information text. She also created buttons that play an animation when clicked. She linked her pages together in a sensible way showing she was aware of the needs of the user of her multimedia resource. **Teachers' Assessment**
This pupil is working at ICT Level 4.

ICT TEACHER EVALUATION

Class Year 6

Related to the Teaching Objectives of the Lesson

How did the ICT activity help to achieve the subject related objectives?

The pupils could see a real purpose in their task with a very specific audience. It gave them the opportunity to produce a presentation that not only combined pictures and text but also contained sound and some form of animation - and it was interactive.

Was it a suitable task for the pupils' age/abilities?

The class were quite an able group and the program and task allowed pupils to present the picture and text in a simple way or to enhance the pages with sound, animation etc.

In what ways was it successful?

All pupils (with a partner) were able to add an image and text and create buttons to move to the previous and next page. Most children were able to add other features.

Were there any unexpected learning outcomes?

A lot of the pupils quickly became familiar with the software which they had only briefly experienced once before and were able to produce some quite sophisticated work.

How will you use the assessments of the pupils' progress and achievement in the subject to inform your planning?

It was the last project of the summer term before the pupils moved on to secondary schools. **How do you think the activity supported the learning of the curriculum subject (eg. Literacy, Numeracy, science etc)?**

I believe that the pupils became much more aware of the contrast to the present as well as the similarity since they had to reflect on their artifacts and how they differ from or are related to today's objects. They were also a lot more interested in finding out about each other's artifacts than had the information merely been pasted in a booklet because the presentation was interactive and much more fun to use!

Teacher Confidence and Competence

What was your own level of ICT confidence before the activity? Do you feel you have gained in confidence and why?

Though I had attended a course on HyperStudio in the past I had never allowed myself the time to explore it properly. This project forced me to become familiar with at least some of what this software is capable of and I feel a lot more confident now about using it in the classroom. I am quite keen to use HyperStudio for another project and to extend my knowledge in the process. The same is true about using the digital camera. **Reflecting on the classroom organisation, what factors do you think were important in doing the ICT activity?**

The pupils were very good in taking turns on the computer and were able and willing to help each other. Two of the pupils in particular were very computer literate and could assist the others so they did not have to rely on my help alone and I was able to get on with teaching the rest of the class. **Do you feel able to teach the lesson yourself? Is there anything you wished to have learnt but did not?**

I was the only person teaching the class. **What would you differently next time you carry out the task with the class?**

I would want to include a wider range of features to make the project even more interesting and interactive. I think it would be fun for the pupils to have a kind of quiz at the end with buttons to reveal the answers. **In what ways did you use ICT to improve your own professional efficiency related to the activity?**

I was forced to learn how to use the digital camera and become familiar with HyperStudio. I am keen to use my knowledge and to increase my proficiency with both.

Key Stage 2

Computer Diary

Name _____ Date 03.07.02

What was my task?

To create a project for the internet containing information about Britain after 1946

What software did I use?

Who did I work with?

Who helped me? _____

What did I do?

With the digital camera linked up to the computer I took a photo of the Dan Dare annual I'd brought in as an artefact. I then imported it into Hyper Studio and creating text boxes, wrote about the artefact. I then added a background and buttons to link them onto the other pages on Hyper Studio people had written. I may read out what I've written and add the sound to the project.

What did I learn?

I learnt how to import pictures from a digital camera to a program, in this case Hyper Studio.

What will I improve/change next time?

If I do another project like this, I'd take the photos better and more carefully.

How do I feel about your computer work?

Pupils' Evaluation

Teachers' Evaluation