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Case Study 1 (QUESTION 1 - QUESTION 8)

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Overview
General Overview
You are a history teacher at a school that has students between the ages of 11 and 18.
Description of Students
You class contains 30 students who are 12 and 13 years old.

Learning and Teaching Environment
The school has the following Information and Communication Technology (ICT) resources:

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- Two networked computer labs that each contains 30 desktop computers.
All of the computers are connected to the Internet through a Web
filtering firewall. All of the computers are connected to a pool of
printers and to a flatbed scanner.
- 16 laptop computers that have a wireless connection to a pool of
printers and to the Internet.
- Five digital cameras, two video cameras, and one digital voice
recorder.
- Video-editing software installed on all of the computers.
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A Learning Management System (LMS) used for the following tasks:

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- The students use the LMS to submit their work, access resources
uploaded by the teachers, communicate with their teachers, and access
discussion forums.
- The teachers use the LMS to upload resources for the students, assign
homework, collect assignments, and grade their students' work.
- The school administration uses the LMS to create schedules and to
track student performance data.
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Planned Changes
You plan to help the school make better use of its existing ICT resources. The school administration also asks you to identify opportunities to use the ICT resources during your history lessons.

Teacher Problem Statement
The school reports that neither the teachers nor the students use the ICT resources. Also, when the ICT resources are used, they are often used for tasks that do not enhance learning.
You inform the school administration that you are interested in using new technologies during your lessons. The administration asks you to find opportunities within your subject area to develop the use of ICT resources.

Student Problem Statement
The students report that they often find historical sources in a foreign language, which hinders them from completing their assignments.

Objectives
Learning Objectives
Develop the students' understanding of past societies and of how these societies shaped the world during the twentieth century.

Professional Development Objectives
You identify the following professional development objectives:

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- Develop new approaches to using digital technologies for the teaching
of history.
- Develop new approaches to using source materials for the teaching of
history.
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Organizational Goals
The school plans to increase the use of technology during teaching.

Planned Activity
You plan to run a learning activity that will include the following tasks:

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- The students split into small groups, and each group identify a theme
or a historical event.
- The students select and edit digital images that illustrate the theme
or the event.
- The students create a poster to demonstrate their learning.
- The students display their posters to their peers.
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QUESTION 1
You want to identify which tasks in the planned learning activity incorporate the use of the computer lab.
Which task should you identify?

A. The students must hang the posters in the entrance hall of the school.
B. The students must assemble the images on a wall poster.
C. The students must select and edit digital images that illustrate the theme or the event.
D. The students must split into small groups and each group must identify a theme or a historical event.

Answer: C

QUESTION 2
As an extension activity to the planned learning activity, you ask some of the students to contact external experts to gather additional information about the historical events.
You want to ensure that the students use an appropriate means of communication when they contact the experts.
What should you advise the students to use?

A. their personal mobile phone
B. an anonymous online forum
C. a generic email account of the school
D. their social network account

Answer: C

QUESTION 3
You teach a class of 20 students. Your classroom contains six computers.
You run an activity that is carried out mostly on paper. Before the end of the activity, the students will require access to the computers.
Which lesson structure should provide the best learning experience for the students?

A. Create several different activities that require the computers at different stages during the lesson.
B. Execute the computer-based portion of the activity as a class demonstration.
C. Modify the tasks of the lesson so that only some of the students require access to the computers.
D. Have all of the students perform the same activity and instruct the students to take turns using the computers.

Answer: D

QUESTION 4
You are a teacher at a primary school. Your students are 9 and 10 years old. Your classroom contains one desktop computer. Each student gets a 15-minute turn using the computer.
The computer is always being used during class hours.
A new student with a physical disability joins the class. The student will need to complete his writing tasks on a classroom computer until he gets his own laptop computer.
What is the least disruptive and most equitable solution?

A. Borrow a desktop computer from the school administration.
B. Provide the new student access to the classroom computer after class hours.
C. Provide the new student priority access to the classroom computer.
D. Maintain the existing rotation schedule for the classroom computer, and then pair the new student with other students during their turn on the computer.

Answer: A

QUESTION 5
You want the students to collect information from organizations that they find on the Internet.
Which instructions or advice should you provide to the students?

A. Have the information sent to the student's home e-mail address.
B. Only request information from organizations that have a secure Web site.
C. Have the information sent to the school's e-mail address.
D. Only request information from organizations that have a Web site that requires registration.

Answer: C

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