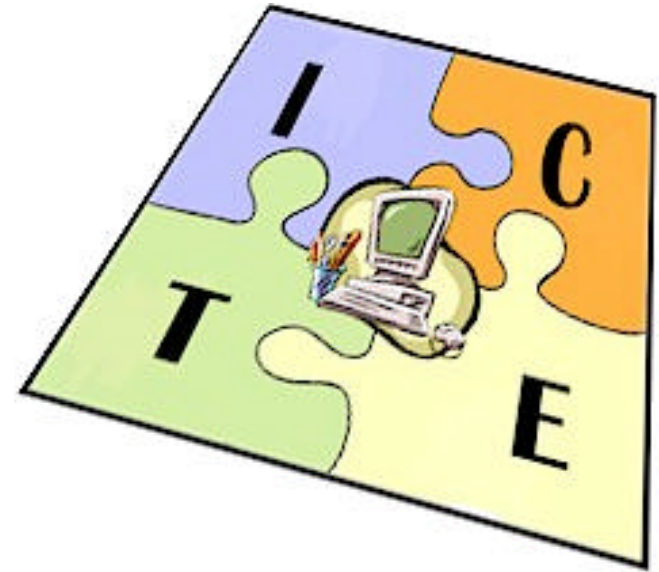


ICTE Syllabus

**Workshop
Task 1:
'Impressions'**



Instructions for Presenters

ICTE Syllabus : Workshop Part 1 - 'Impressions' (first impressions)

Materials:

- Labels for display board at front of room (boardlabels.pdf)
- Labels of activity examples for participants to add to display boards (labelsACDI.pdf, labelsDCP.pdf, labelsIWM.pdf, labelsPOC.pdf) (these may be laminated if using them repeatedly - recommended that samples are printed from each document eg- 2 or 3 pages from each document - so each group has 24/36 labels). They should be produced in batches on different coloured paper for group activities. Answers: (labelanswers.pdf)
- ICTE puzzle piece "I"
- Copies of the syllabus - one/two per group depending on numbers (to be collected again as with all the other materials)

Guidelines:

- After a general introduction to the workshops, outlining intentions and expected outcomes, add board labels to a large display board, in empty columns.

- Participants are divided into groups, and each group gets a stack of cards of one colour (participant labels) - perhaps 20-30 cards per group with a selection from across the strands (four documents of support materials).
- They attempt to categorise labels into groupings according to strands.
- We are after the first impressions of teachers as to where certain activities might fit in (ie which strands). The challenge is for each group to identify 10 of the cards and place them in the columns of the display board, with blu-tac where they think they fit - they may bridge two columns or be pasted onto another card if they agree with its placing.
- A check is done, reading out the answers (though it should be impressed that there may be correct answers from one strand which arguably fit well into another!)

They then get the first piece of the ICTE puzzle. 'I'

- They then engage in whole-group discussion about similar aspects of strands and nature of activities, syllabus copies are handed out for a first perusal, discussion on the make up of the strands and learning experiences.