Leaving Certificate Applied

ICT Specialism

Course Structure

Prerequisite

THE VOCATIONAL EDUCATION SPECIALISM IN (ICT) MAY ONLY COMMENCE ONCE THE ICT MANDATORY COURSE HAS BEEN COMPLETED.
Course Structure

The ICT Specialism consists of:

4 Modules
1 Task
1 Final Exam.

Credit Value

• Each Module in the ICT Specialism is worth 1 Credit.

• A module is approximately 30 hours in duration.

• 1 Task to be completed in Year 1 Session 2 or in Year 2 Session 3 which is worth 10 Credits.

• 1 Final Exam to be completed in Session 4 Year 2, which is worth 12 credits.
**Timing**

- A Module is of 30 hours duration.
- Task Session Session 2 Year 1 or Session 3 Year 2.
- Final Exam – Session 4 Year 2

**Key Skills**

- Integration across the curriculum
- Basic skills (literacy)
- Active teaching / learning methodologies
- Reflection
- Links with the community
Key Skills Contd:

• **Integration** – use opportunities to integrate ICT with other subjects such as typing a CV for VPG or a Menu for HCT

Key Skills Contd:

• **Basic Skills** – Word Grids
  
  Key Words
Key Skills Contd:

• Active Methodologies such as:
  Brainstorming – teacher pre selects topic
  – facilitate session
  – timing 5-10 mins
  – all ideas valued, no criticism, no interruptions, no evaluation of contributions

Key Skills Contd:

• Learning Centres
  Can be created by teacher or students
  Should have visual stimulus
  Matching worksheet
  Student works on Learning Centre
  Completes worksheet
  Discusses progress with teacher
  Files worksheet.
Key Skills Contd:

• **Visitor to the Classroom**
  Invite an expert in a given field
  Decide Purpose, Plan, During the Visit, Evaluate

Key Skills Contd:

• **Vox Pop**
  Latin for Voice of the people
  Interview willing volunteers
  Record opinions
  Use Open ended questions – What do you think of….?
  Do a trial run
  Finished tape of 1-2 mins. Question posed once at the beginning and then the opinions flow.
Key Skills Contd:

• **Reflection**
  Begin with an Skills Audit at the start of the course. Complete another skills audit at the end of the course.

  I can                                        Now I can

  This may be included in Personal Reflection.

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**Modules**

The ICT Specialism consists of 4 Modules, 1 Task and 1 Final Exam.

4 **Modules** must be completed from the following:

• **Module 1**: Word Processing *(This module is Mandatory)*
Modules

And any other 3 from the list below:

- Module 2: Databases
- Module 3: Spreadsheets
- Module 4: Desktop Publishing
- Module 5: The Internet
- Module 6: Text Entry

Word Processing

Unit 1: Basic Computer and Word Processing Theory

Unit 2: Entering and Manipulating Text

Unit 3: Additional Word Processing Techniques
Spreadsheets

- Unit 1: Basic Computer and Spreadsheet Theory
- Unit 2: Creating and Editing a Spreadsheet
- Unit 3: Formulas, Functions and Applications

Database

- Unit 1: Basic Computer and Database Theory
- Unit 2: Creating and Editing a Database
- Unit 3: Manipulating Data in a Database
Desktop Publishing

• Unit 1: Basic Computer and Desktop Publishing Theory

• Unit 2: Text

• Unit 3: Graphics

The Internet

• Unit 1: Basic Computer Theory and Introduction to the Internet
• Unit 2: The World Wide Web
• Unit 3: E-mail
Text Entry

Unit 1: Basic Computer Theory and Introduction to the Keyboard
Unit 2: Introduction to Document Production
Unit 3: Introduction to Proofreading

Teaching Strategies

• Use equipment to demonstrate parts of a computer
• Examples of how computers are used in every day life.
• Visit a computer store.
• Have a selection of Magazines.
• List of Keywords.
• Computer room rules.
• Learning Centres
• Guest Speaker from a local computer store
Task

• Substantial piece of work of 10 hours duration.
• Task can be presented in Session 2 Year 1 or in Session 3 Year 2.
• In doing the ICT Task the student must show integration with Mathematical Applications e.g. costing the task.

Task

• In a student takes part in a group task he/she must produce individual reports.
• Deal with their own contribution.
• The number of students involved must be small enough to allow each student a meaningful contribution.
Guidelines for Task Production / Presentation

- Avoid very long reports.
- Start Early.
- Balance teacher input and student responsibility.
- Use heading in student friendly language:

Student Friendly Language

- Title = Name of My Task
- Statement of Aims = My Aims
- Action Plan = Plan
- Research Activity Undertaken = How I got my information
- Execution of the Task = How I did my task
Student Friendly Language

• Presentation and Analysis of Findings = What I learned from doing my task.
• Statement of Learning Outcomes = What I did well
• An evaluation of the students own contribution = What I would do differently
• Integration across the curriculum = The courses that helped me with my task.

Task Report

TITLE

• State what the title of your task is.
Task Report

STATEMENT OF AIMS

Your aims are what you hope to find out by doing the task e.g.
Find out the number employed in a factory
To know the prices of paint and paper needed to decorate the room
To find out the number of creches in your area

Task Report

ACTION PLAN

This says how you are going to get information so make a list of all the things you intend to do in your task.

Examples; I will - make phone
• visit premises
• interview somebody
• write letters
• make out a questionnaire
• take photographs
• use the computer

The action plan means thinking ahead... "I WILL ..."
Task Report

RESEARCH UNDERTAKEN

Sometimes information is not easy to get and you have to look up maps, go to your local paper to get old copies, spend time looking up information in your local library. Put any of the "looking-up" things you did under this heading.

Task Report

EXECUTION OF TASK:

This is your chance to really see and let others see just how much work you put into it. This is the "I DID..." section. Include all the things you actually did to get the information (In the Action Plan you said what you would do, now you say what you did)
Task Report

EXECUTION OF TASK:

Examples:
- I wrote to the factory and sent them a questionnaire I had made out
- I phoned to make an appointment with the Manager and on Tuesday I went along to interview him
- I visited all the hair salons in town
  Make sure you include everything you did.

Task Report

PRESENTATION OF TASK

- Have you typed it/written it?
- Have you used Art Work to decorate?
- Is it in a folder? etc.

"How have you put it together"
Task Report

LEARNING OUTCOMES

• Sometimes we did projects before and we didn't really look at what we had done. The Task Report makes sure we know about whatever work we did.

• So, in this section we list all the things we have learned

Task Report

EVALUATION

This is where we get our chance to say what we think of our own work. It's good to be able to do that. It felt strange at first because we found it difficult to say what was good about our work, but now we feel proud of what we did.

Ask yourself loads of questions, like –
Task Report

EVALUATION

• Are you happy with the amount of work you put into it?
• Do you feel you gave it enough time?
• Do you like how you have presented it?
• Would you change anything? If so, why?
• What are you most satisfied about?
• What are you least happy with?
• Does it answer the aims you stated at the start?
• If you think you have really done your best with it, say that

Task Report

INTEGRATION

List the subjects you used while doing your task.

Examples:
If you typed it, then include "Information Technology" If you did calculations of cost etc. include "Mathematical Applications".
INTEGRATION

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Examples:
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Task Report

DO’s

• Get down to work as soon as you know what
• Keep all pages, leaflets etc. together in a folder, so that they won't be lost when you need them.
• Write letters, make phone calls
• Arrange appointments for interviews
• Present your work clearly
• Keep note of the deadline for handing in the task
• your task is Gather as much information as you can
Task Report

DONT

- Leave all until the last minute
- Expect to interview somebody without an appointment Keep saying “I’ll do it tomorrow!"
- Copy straight out of leaflets and books
- Expect somebody else will get information for you
  Be shy... ask lots of questions

Suggestions for Task with ICT as Anchor

- A school newsletter/magazine
- A CV service for other students
- Computerizing school library
- Designing ID Cards for 6 Year Group
- Personalized Greeting Cards
- Designing a calendar personalized for each student
- A programme for the school concert/sports day
Suggestions for Task with ICT as Anchor

Investigations:

• The Internet
• Buying a Computer
• Use of Computers amongst students in school
• Internet Safety and security.
• Health and Safety Issues associated with using computers.
• Computers in my Work Place

Suggestions for Task with ICT as Anchor

• A school/Class website
• A leaving Cert “Keep in Touch” telephone/email database.
• A PowerPoint presentation for parents considering LCA to be shown at 3rd year parents meeting.
• A basic computer instruction manual (written by students for students)
• Teaching a small group of first year students basic ICT skills.
Exam
Final Exam – Worth 12 Credits.

Timing

• End of May during Session 4.
• 2 Hours Exam

Exam

Structure

• Students answer 10 short theory questions in Section 1.

• Students must complete all of Section 2 – Word Processing (Which is Mandatory)

• Section 3 contains five modules. The students must complete any three of these modules.
Exam

The ICT Final Exam takes place at the end of the month of May in Year 2 Session 4.

Two weeks prior to the examination the exam setup materials arrives at your school / centre consisting of disks, labels, and instructions. The teacher is required to setup files on each student’s disk. When this process is complete the teacher must sign a declaration stating that he/she has been the only one that has access to the material and that the content will not be disclosed to any other person. The teacher must also fill in a form in relation to the software packages in use at school / centre.

Exam

The disks and all other documents should then be stored in a secure place until the day of the final examination.

An external supervisor is employed for the duration of the examination. The specialist teacher is required to be available on the day in case of technical difficulties.

On the day of the final examination the supervisor is handed the sealed envelope containing the examination papers, the disks that have been prepared previously and all other documentation that was sent to the school / centre in relation to the ICT examination.
Exam

At the end of the examination each student puts his/her printouts and the examination paper into an envelope that will have been distributed by the supervisor during the examination.

The student’s disks that were used during the exam are not sent back and are retained in the school or centre.