



Digital Learning Policy

(Ratified by School Council: October 2015)

PURPOSE:

In today's modern society, access to information and communication technology (ICT) enables schools and their students unprecedented access to electronic and digital information. Digital technology and the internet provide teachers and students with opportunities to connect, create and collaborate with individuals, organisations and groups world-wide. This allows students to increase their educational skills, knowledge and abilities through what is referred to as 'digital learning'.

The use of ICT and other digital resources carries with it responsibilities. Users must, at all times, remember that when engaged in 'digital learning' they are using the ICT provided to them for educational purposes alone. The specific guidelines for acceptable use are detailed in the School's *"Information and Communication Technology (ICT) Appropriate Use Policy"*.

The purpose of this policy is to provide guidance for teachers, students, families and members of our wider learning community, as to how digital technologies used for clear learning purposes, coupled with effective pedagogy, can enhance student learning outcomes.

GUIDELINES:

Curriculum Delivery and Assessment

The Victorian Curriculum and Assessment Authority-AusVELS website provides the framework for curriculum development for the ICT domain. This framework provides schools with assessment advice and progression points against which student achievement can be measured.

The VCAA provides the following overview for curriculum delivery:

ICT, as an interdisciplinary domain, focuses on providing students with the tools to transform their learning and to enrich their learning environment. The knowledge, skills and behaviours identified for this domain enable students to:

- *develop new thinking and learning skills that produce creative and innovative insights*
- *develop more productive ways of working and solving problems individually and collaboratively*
- *create information products that demonstrate their understanding of concepts, issues, relationships and processes*
- *express themselves in contemporary and socially relevant ways*
- *communicate locally and globally to solve problems and to share knowledge*
- *understand the implications of the use of ICT and their social and ethical responsibilities as users of ICT.*

Standards in the ICT domain of AusVELS are organised into three dimensions being:

- *ICT for visualising thinking*: students use digital learning tools to assist their thinking processes and reflect on the thinking strategies they use to develop understanding.
- *ICT for creating*: students using digital learning tools for creating solutions to problems and for creating information products.
- *ICT for communicating*: students using digital learning tools to present ideas and understandings to audiences, communicate with known and unknown audiences, support knowledge-building among teams.

For further information regarding ICT curriculum delivery and assessment refer to:

<http://ausvels.vcaa.vic.edu.au/Information-and-Communications-Technology/Overview/Domain-structure>

The Digital Excellence Program

To complement the guidelines provided by the Department of Education and the VCAA, the School has developed a Scope and Sequence as part of the Digital Excellence Program (refer to Appendix 1).

Online Teaching and Learning Resources

A range of online systems, tools and resources are available from the Department of Education (DET) to support digital learning in schools:

Access to Professional Learning

- ICT Professional Learning resources provide support to build educators' skills and confidence in using digital learning through structured professional learning, collaborative networks such as personal learning networks (PLN) and through inquiry driven communities of practice, see: [Professional Learning](#)

Safe and Responsible Use of Digital Learning

- Safe and Responsible Use resources support school communities to understand the behaviours and processes that will help them to act in a safe and responsible manner when using digital technologies, see: [Safe and Responsible Use](#) and refer to the School's *"Information and Communication Technology (ICT) Appropriate Use Policy"*

FUSE- A digital resource bank for teachers and students

- FUSE provides access to online educational resources from around the world. Primary and secondary students and teachers can search for websites, interactives, images, audio and video as well as other online resources. Government school teachers can log into 'My Desk' to manage and upload resources, create resource packages to share and access licenced content. All resources are recommended and reviewed by educators, and tagged according to audience, AusVELS and post-compulsory curriculum frameworks, see: [FUSE](#)

Digital Deck- an online glossary of digital learning tools

- The Digital Deck is like a pack of cards and provides a quick overview of the range of digital resources available to schools. It starts with an eduSTAR overview then explores other resources and methods along a continuum. Each card has a description, advice for getting started and classroom ideas. The cards are available in hard copy or can be accessed online. For more information, see: [Digital Deck](#)

EduSTAR- a software image for Victorian Government schools

- The eduSTAR software image provides educational software that adds value to teaching and learning. Teachers and students can search the online eduSTAR Catalogue for software by learning area, once authenticated they can download core software and install it on multiple devices.

Research and Verification of Digital Sources

Students are expressly taught to question and verify the credibility of online digital resources which they access for the purpose of research. As part of the English curriculum, they are taught to identify the difference between facts and opinions and the associated vocabulary and language features.

Students are educated to understand and differentiate between domain name extensions and their associated conventions (for example: .com .org .au .gov .edu).

Responsible Digital Citizenship and Social Media

Through classroom discussions and explicit teaching, students are educated to understand and investigate their own and others' *'digital footprints'*. A digital footprint is the information that a person leaves behind each time they access or post content to the internet. Digital footprints also exist within intranets and local use environments (eg: a history of search items on a PC or tablet). Students discuss and promote safe online practices which minimise or manage their own and others' digital footprints.

The use of 'social media' sites is strictly monitored by teachers and any access to these sites by students, as part of teaching and learning, is to be done in conjunction with the parents' express permission. A clear learning intention must be stated and provided in order for access to these sites to be considered appropriate.

Use of Blogs and Wikis

A *'blog'* is a regularly updated website or web page, typically run by an individual or small group that is written in an informal or conversational style. The terminology blog is an abbreviation of 'weblog'. Entries made as part of a blog are commonly referred to as 'posts'.

[Global2](#) is the Department's blogging community and is accessible to Victorian government and Catholic schools. Global2 provides space for online collaboration, opportunities for teachers and students to post and comment on blogs, collaborate on wikis, set up discussion forums and embed videos and images. Personal levels of access can be customized for the space, see: [Global2](#)

A *'wiki'* is a website or database developed collaboratively by a community of users, allowing any user to add and edit content. A popular example of this is 'Wikipedia'. As part of their digital learning, students discuss how to cross-reference and verify information which appears in a Wiki.

Virtual Conferencing

Virtual conferencing opens doors to learning outside of the traditional four walls of a classroom. It enables teachers and students to collaborate online with other classrooms, connect with experts or access professional learning. It can be accessed via the internet or by using a dedicated video conferencing system. It allows for participants in multiple locations to interact using a wide range of media. For more information about the many virtual conferencing tools that Victorian schools have access to, see: [Virtual Conferencing](#)

Online Learning Platforms

In order to promote 'anywhere, anytime' learning access for our students, the School utilises Edmodo (see: [About Edmodo](#)).

The benefits of an online learning platform are:

- Collaboration between students and teachers outside of the walls of a traditional classroom
- Real-time access for parents to view their child's Home Learning assignments and interactions with their peers online
- The opportunity to reinforce and review concepts taught at school
- A tool to communicate and seek feedback from peers and teachers to confirm understandings.

Blended Learning and Flipped Classrooms

'Blended learning' (also known as hybrid learning) is an instructional approach in which a student learns, at least in part, at a supervised physical location away from the school through online delivery. Through blended learning, the student has control over at least some aspects of the time and place of accessing the curriculum. The premise behind this instructional approach is that it supports maximizing access to student learning by using both technology and real life educators in the process. It acknowledges that effective digital learning cannot take place completely online and requires the face-to-face interaction between teacher and student.

The 'flipped classroom' (also known as flipped learning) is a pedagogical model in which the typical lecture and homework elements of a classroom are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions. This is an effective digital learning tool for use to provide students with additional time to access specific teacher knowledge based upon the student's personal area of inquiry.

Digital Learning as a Communication Tool

Communication for Students

Upon enrolment to the school all students are provided with an '@glenps.vic.edu.au' email address which is monitored and filtered by the school. Students are provided this email address for educational purposes and may use it to contact their peers, teachers and members of the wider learning community. Guidelines for the use of this email address are outlined in the School's "*Information and Communication Technology (ICT) Appropriate Use Policy*".

Communication for Parents and Families

The School uses the digital platform 'TiqBiz' (see; [Tiqbiz](#)) to communicate digitally with parents and push out notifications to any registered digital device. As part of the School's subscription, there is a whole-school inbox and each year level has its own specific inbox. These boxes are password protected and limited to members of the school community.

RELATED LEGISLATION:

Australian Curriculum <http://ausvels.vcaa.vic.edu.au/>

Digital Learning Support and Resources

<http://www.education.vic.gov.au/school/principals/curriculum/Pages/elearning.aspx>

RELATED POLICIES:

- 1:1 iPad Acceptable Use Agreement
- Information and Communication Technology (ICT) Appropriate Use Policy
- GWPS Information Communication Technology (ICT)/ Digital Learning Scope and Sequence (Appendix 1)

POLICY EVALUATION:

Evaluation will be conducted by the Digital Learning/ ICT SSP Team.

DUE DATE FOR REVIEW:

Due for review in October 2016.

Appendix 1-

GWPS Information Communication Technology (ICT)/ Digital Learning Scope and Sequence

What Is Digital Excellence And How Does It Work?

Dr. John's Digital Excellence Awards (DEA) is an online motivational, personalized learning approach. It is used to accelerate student's learning in the area of Information, Communication and Technology (ICT) from Foundation through to Year 9. DEA is linked to the Australian Victorian Essential Learning Standards (AusVELS) expectations. It supports classroom teachers of all ICT abilities working with cross curricular teaching, inquiry based learning and ICT assessment. Students have the ability to take ownership of their ICT learning achievements, through logging on and working through a checklist of requirements for any given assessment. Alternatively, a teacher can use the Mass Accredited option if a large number of students have successfully completed an assessment. The badges come in silver and gold, meaning there are two levels of achievement, therefore going further into depth of the assessments. At Glen Waverley Primary School if a child achieves all DEA badges for their year level that should equate to at least 6 months ahead of the expected standard.

Professional Learning

- Throughout the year, the ICT team will provide fortnightly professional learning opportunities to support staff with their use of the classroom.
- It is expected that pedagogical use of ICT is shared during level meeting to support collegiate professional development across the school.
















Badges

- Badges are kept in the ICT store room, next to the staffroom. If you require badges, please see your level ICT representative.
- If any badges you require are not available or more are required, place a request with you level ICT representative and more will be ordered.
- If a student loses a badge, replace it as soon as possible.

Foundation to Year 2 Badges

<p>Foundation</p>	<p>Hardware (Computer)</p> 	<p>Creative</p> 	<p>Software</p> 	<p>Photo</p> 	<p>iPads Silver</p> 	
<p>One</p>	<p>Word Processing Silver</p> 	<p>WWW Silver</p> 	<p>Graphic Artist Silver</p> 	<p>Hardware Silver</p> 	<p>iPads Gold</p> 	
<p>Two</p>	<p>Word Processing Gold</p> 	<p>Graphic Artist Gold</p> 	<p>Hardware Gold</p> 	<p>Multimedia Silver</p> 	<p>Email Silver</p> 	
<p>Media Program will cover Movies badges Silver and Gold as well as Podcasting Silver and Gold</p>						

Year 3 to 6 Badges

<p>Three</p>	<p>Multimedia Gold</p> 	<p>Email Gold</p> 	<p>Wiki Silver</p> 	<p>Desktop Publishing Silver</p> 	<p>iThink Silver</p> 		
<p>Four</p>	<p>iThink Gold</p> 	<p>WWW Gold</p> 	<p>Spread sheets Silver</p> 	<p>Desktop Publishing Gold Using Pages on iPad</p> 	<p>Cybersafety Silver</p> 		
<p>Five</p>	<p>iMovies Silver</p> 	<p>Wiki Gold</p> 	<p>iResearch Silver</p> 	<p>Spread Sheets Gold</p> 	<p>WWW Design Silver</p> 		
<p>Six</p>	<p>iResearch Gold</p> 	<p>WWW Design Gold</p> 	<p>Cyber safety Gold</p> 	<p>iMovie Gold</p> 			
<p>Media Program will cover Movies badges Silver and Gold as well as Podcasting Silver and Gold</p>							

Foundation

Hardware		Creative	
Key Skills	Sharing and taking turns on the computer, knowing how to use it in a sensible way, typing letters and numbers up to 9, understanding how to print work, using the headphones.	Key Skills	Understanding how to access the Paint program, using it to make marks and shapes, being able to change the colour of shapes and text.
Suggested Resources	Desktop Computers, Netbooks, Microsoft Word.	Suggested Resources	Desktop Computer, Netbooks, Paint.
Key Vocabulary	Keyboard, Monitor, Typing, Keys, Space Bar.	Key Vocabulary	Paint, Program, Click, Drag, Insert, Fill.

Software		Photo	
Key Skills	Using software sensibly, playing educational computer games, taking turns and knowing how to share, clicking on an icon on the screen, accurately using a computer program, using a mouse to make things happen, clicking and dragging to make shapes, adding words and pictures to the screen.	Key Skills	The ability to simulate the use of a digital camera or iPad camera, choosing what photos to take, using a camera sensibly, being able to use a the zoom on the camera recorder.
Suggested Resources	Desktop computer, Netbooks, Reading Eggs.	Suggested Resources	Camera or iPad with camera app.
Key Vocabulary	Double Click, Log In, Log Out, Icon, Mouse.	Key Vocabulary	Photo, Zoom, Steady, Frame.

iPad (Silver)	
Key Skills	Students can turn the iPad on, move across screens and open a program. They can slide the icon to unlock the screen, slide through the different iPad pages of menus and open a program. They know how to press the main iPad button to return home and can turn sound up, down, on and off. They know where and how to attach earphones and can use an audio program to record and make noises.
Suggested Resources	Talking Carl, Audacity, voice recorder

Year 1

Word Processing (Silver)		World Wide Web (Silver)	
Key Skills	To open word processing package, create new document, type short story with title, make title bold, italic and underline with text box, use various font, colours and styles, insert pictures and resize (use text wrapping), save and open documents from computer.	Key Skills	To open browser, type web address in URL window, navigate web pages, use back and forward buttons, use search function, and visit websites from search.
Suggested Resources	Microsoft Word, Publisher, Power Point, Pages	Suggested Resources	Internet Explorer, Firefox, Google Chrome, Yahoo!igans, Google Search Engine, Ask Jeeves, Fuse
AusVELS Connection	Progression Point 1.0: use of basic formatting techniques when processing text and numeric data to produce simple information products for a specific audience; for example, keying text that is bold and coloured, and inserting an image from clip art to create a child's birthday invitation.		

Graphic Artist (Silver)		Hardware (Silver)	
Key Skills	To open Paint or graphics program, use functions – pen, brush, spray, eraser etc., use fill tool to change colour, insert shapes and undo, save work and print, open graphics program to view digital images.	Key Skills	To identify aspects on computer (hard drive, mouse, printer, keyboard, speakers), turn devices on and off, use the mouse to open program, use maximise and minimise functions to open and close a window, turn and shut down computer.
Suggested Resources	Paint, Kidspiration, Photoshop, iPad applications – Doodle Buddy, Glow Draw, Draw 4 Free, ArtStudio Lite	Suggested Resources	Microsoft Word, Kidspiration, Sunshine Books/Springboard Comprehension
AusVELS Connection	Progression Point 0.5: use basic manipulation techniques to create graphics; for example, forming images using circles and lines.		
iPad (Gold)			
Key Skills	Record voice and play back, draw and write on iPad, open a story and listen to it, take photos and save and delete photos.		
Suggested Resources	Quick Voice, Camera, Reading eggs, Doodle Buddy		

Year 2

Word Processing (Gold)		E-mail (Silver)	
Key Skills	Open document from folder or USB, add text in document, change title to Word Art, use various fonts, colours, sizes and styles, create border, format text in to column, use Spell Check and make changes.	Key Skills	Open E-mail program, compose message, type address and send, type short message, check inbox, save E-mail to folder and delete. Please ensure that students are mindful of appropriate use of email for educational purposes. Also students should understand what information they should and shouldn't send via email.
Suggested Resources	Microsoft Word, Publisher, Power Point	Suggested Resources	webmail.glenps.vic.edu.au
AusVELS Connection	Progression Point 1.5: use manipulation and basic editing techniques to create simple, formatted information products such as presentations and book covers, and identification of minor improvements that could be made to their appearance.		
Graphic Artist (Gold)		Hardware (Gold)	
Key Skills	Use graphics package and change photograph, create linked images to topic, write text about linked images in Word and add pictures, use various tools to change image.	Key Skills	Open programs, explain parts of computer, delete files, open recycle bin and retrieve files, change screen saver, create desktop short cut, create folders and copy files to folders, copy file to USB and open it.
Suggested Resources	Paint, Kidspiration, Photoshop, iPhotoiPad applications – Doodle Buddy, Glow Draw, Draw 4 Free, ArtStudio Lite.	Suggested Resources	Microsoft Word, Kidspiration, Control Panel, Windows
AusVELS Connection	Progression Point 1.5: use of manipulation techniques to create graphics for use within a text-based product; for example, illustrations in a short report.		

Multimedia (Silver)

Key Skills	Open multimedia package and choose template, create headings and subheadings about topic, change size, style and colour of heading, add pictures, create slide show presentations.
Suggested Resources	Power Point, Animoto, Prezi

Year 3

Multimedia (Gold)		E-mail (Gold)	
Key Skills	To create a presentation, adding animation, sound, different text styles, colour and present to an audience.	Key Skills	To save addresses to address book, send an e-mail, create folders, send and open attachments, explain how an email works. Please ensure that students are mindful of appropriate use of email for educational purposes. Also students should understand what information they should and shouldn't send via email.
Suggested Resources	Microsoft PowerPoint, Movie Maker, Animoto, Clip Art, Prezi	Suggested Resources	webmail.glenps.vic.edu.au
		AusVELS Connection	<p>Progression Point 3.0: use of teacher-provided criteria to determine which emails will be kept for future reference.</p> <p>Progression Point 4.0: students initiate and compose email messages to known and unknown audiences and, where appropriate, send replies</p>
Desktop Publishing (Silver)		Wiki (Silver)	
Key Skills	To open a desktop publishing program, choose a template, create a publication, add heading, text and pictures, print and present work to an audience.	Key Skills	To sign in to a Wiki, navigate to the Wiki, leave a comment and reply to a discussion.
Suggested Resources	Microsoft Word, Microsoft Publisher, OneNote	Suggested Resources	Wiki Spaces
AusVELS Connection	Progression Point 3.0: retrieval of the visualising thinking files selected from a given list, and use of editing techniques to modify these for new but similar learning situations; for example, deleting and inserting text and shapes in a graphic organiser to outline relationships between characters and events.	AusVELS Connection	Progression Point 4.5: addition of collaboratively determined keywords to an initial search string to narrow the listing of relevant websites; for example, adding 'biography' to a person's name

iThink (Silver)	
Key Skills	Create a concept map with a main idea and add at least 2 sub topics, open and save and add graphics using the symbol palette.
AusVELS Connection	Progression Point 3.0: logical sequencing of ideas, using basic editing software, such as concept mapping tools, and other graphic organiser templates selected from a given list, and a range of manipulation techniques.
Suggested Resources	Popplet, Simple Mind, iPad Desktop, Notebook or Netbook.

Year 4

Cyber Safety (Silver)		World Wide Web (Gold)	
Key Skills	Students watch the SMART crews adventure (below). They work through and understand each stage of the SMART acronym (Safe, Meeting, Accepting, Reliable, Tell) which is explained in the website.	Key Skills	To identify value of information retrieved from world wide web, save two sites as favourites, create new favourites folders, explain what the world wide web is and understand the terms HTML, Sever, URL and Digital Code.
Suggested Resources	www.childnet.com/kia/primary/smartadventure/default.aspx	Suggested Resources	World wide web
Spreadsheets (Silver)		iThink (Gold)	
Key Skills	To open a pre-prepared spreadsheet, enter data, add text labels, add formulae to add, subtract, multiply and divide the content of two cells, use "SUM" to calculate the total of a set of numbers and explain what a spreadsheet is and how it can be used.	Key Skills	To open software, create a new flipchart, open the general menu and find a picture, drag the picture from resources on to the board, add new pages to flipchart, save flipchart to files, open a prepared activity.
Suggested Resources	Microsoft Excel	Suggested Resources	Interactive Whiteboard, Teamboard software
AusVELS Connection	Progression Point 4.0: students use ICT tools to list ideas, order them into logical sequences, and identify relationships between them.		
Desktop Publishing (Gold)			
Key Skills	Students can create a newsletter or topic sheet using a template, add headings in different colours and sizes. They can add a text or picture frame and save it to a hard drive or USB. They use spell check and can add a picture from a		

	digital camera or the internet.
Suggested Resources	Microsoft Publisher, word, pages
AusVELS Connection	Progression Point 3.5: creation of information products, based on original ideas, to inform, persuade, entertain or educate specific audiences, and the documentation of these ideas in simple design plans.

Year 5

iMovie (Silver)		World Wide Web Design (Silver)	
Key Skills	To create a new trailer or project from iMovie; add a movie name, cast members and credits; add music to my movie; add or record video to a video bank; remove video from a video bank; undo or redo an action; preview a video.	Key Skills	To be able to sign up and open a WIX page at www.wix.com , To choose a web page template that is appropriate for the website that is being made, adding images to web pages, including a heading on the web page, including a paragraph of writing on the page, publishing a web page so that it can be accessed online for other to see.
Suggested Resources	iMovie, Camera (if necessary)	Suggested Resources	www.wix.com , notebook, netbook, iPad. Can be done using Keynote and hyperlinks.
AusVELS Connections	Progression Point 4.5: organisation and analysis of data and information, using unfamiliar software such as simulation software, and limited manipulation techniques; for example, animation of objects		
Wiki (Gold)		iResearch (Silver)	
Key Skills	To create own Wiki space, invite new members, change the format of Wiki and add personal logos, edit and change profile and embed pictures, join other peoples Wiki spaces.	Key Skills	Using a search engine such as Google; being able to explain what a search engine does and how it works; being able to do a single word search; being able to do a combination of words search; using a search chain adding one new word at a time to a search; being able to find a good site and a bad site and being able to explain why.
Suggested Resources	Wiki spaces, Moodle	Suggested Resources	Safari, Google Chrome, Internet Explorer
AusVELS Connection	Progression Point 5.0: uploading of files and folders to a nominated location on an intranet.	AusVELS Connection	Progression Point 5.0: refinement of original keywords in a search string, by including words selected from an on-screen or print thesaurus.

Spread Sheets (Gold)	
Key Skills	To enter formulae that add, subtract, multiply and divide the contents of two cells; to add a border around a cell; to rename and duplicate a sheet; to create a bar graph or pie chart using data I have collected
Suggested Resources	Pages, Excel, Numbers
AusVELS Connection	Progression Point 6.0: They use design tools to represent how solutions will be produced and the layout of information products. Students select relevant techniques for minimising the time taken to process data, and apply conventions and techniques that improve the appearance of the finished product.

Year 6

iResearch (Gold)		World Wide Web Design (Gold)	
Key Skills	Students can research news, encyclopaedia and primary sources using variations on key phrases, using a limited search approach or specific searches (Boolean or wildcard)	Key Skills	Being able to create a mini page or gallery on a web page, Allowing for multiple images or text on the one page, Adding buttons and links to other pages., Using music and videos to a page, Making sure the page is neat and easy to use.
Suggested Resources	Wikipedia, google, alta vista, Ask.com.	Suggested Resources	www.wix.com , notebook, netbook, iPad. Can be done using Keynote and hyperlinks.
AusVELS Connection	<p>Progression Point 5.5: inclusion of new keywords and the deletion of some original ones in a search string, to narrow the listing of websites relevant to a particular inquiry</p> <p>Progression Point 6.0: Using recommended search engines, students refine their search strategies to locate information quickly</p>		
iMovie (Gold)		Cyber Safety (Gold)	
Key Skills	Student can split video clips, zoom in and out on an editing timeline. They can rotate videos and move playhead using gestures. They can use advanced editing using Precision Editor and can export their video to social media, iTunes or storage.	Key Skills	Students have visited the cybercafé online and answer the questions for internet safety, chat room safety, email safety, Instant Messenger Safety and SMS texting safety.
Suggested Resources	iMovie on the iPad.	Suggested Resources	www.thinkuknow.co.uk/8_10/cybercafe/cafe/base.aspx

DEA Master Class Trophies

ICT Cyber Safety Trophy	
Key Skills	To achieve this Trophy, students will need to create their own cyber safety presentation and a display for the school. Their presentation and display could be seen by 5-12 year olds or even teachers, so make sure that the students think about their audience. They should use everything they have been exposed to in the Cyber Safety Badges to help them. Also, students can create a Cyber-Safety quiz to go with the display/presentation. Make sure that students are using multimedia in their presentation.
Suggested Resources	iPads, www.thinkuknow.co.uk/8_10/cybercafe/cafe/base.aspx , http://www.cybersmart.gov.au/ , poster paper.
Digital iResearch Trophy	
Key Skills	In order to achieve this Trophy, students must indicate a focus they are interested in (with my teacher's agreement) and draw up a research plan. After discussing this with their teacher, students should carry out the research plan and gather their initial research findings. Students then use this to draft a presentation of their research findings. They should discuss my presentation with an audience (class or a small group, depending on the teacher's preference). In the light of the discussion, students then carry out a secondary research to cross-check information. They must note the quality of their sources and findings.
Suggested Resources	Wikipedia, google, alta vista, Ask.com.
Digital iMovie Trophy	
Key Skills	To achieve this trophy, students create their own movie from scratch. They should discuss the focus of their movie with their teacher. The movie may be linked to a hobby, Inquiry unit, Literacy or Numeracy that is occurring in the class or even one of the other DEA Badges. Students must create an idea's mindmap linked to their focus, a storyboard based on the mindmap. Films need to be edited and scenes re-shot if needed. The films should have sound (music and/or voice, sound effects or similar). Students share their movie with an audience and get some feedback from that audience.
Suggested Resources	iMovie on the iPad.

Multimedia

Movies (Silver)	
Key Skills	To prepare video camera for filming, turn on and use a camera, explain on-off switch, focus, viewer window, film and view video, zoom and explain how lens works, charge battery.
Suggested Resources	Flip Cams, iPads, Digital Cameras, Web Cam, Windows Media Player, iMovie, Media room resources
Movies (Gold)	
Key Skills	Students can connect their camera to a computer to download their video, they can name it and play it on a device. Students can edit and order clips, add opening and closing titles, special effects and transitions. They can add different forms of audio and can export their finished movie share on another device.
Suggested Resources	iMove, iPads, Multimedia room resources,
Podcasting (Silver)	
Key Skills	Students can speak into a microphone using appropriate volume. They can save their voice and play it back and export it in appropriate formatting. They can edit their recordings, removing mistakes or trimming. They can plan a 5 minute speech to record and can add sound effect to their podcast.
Suggested Resources	Audacity, Voice recorder, garage band, multimedia room resources.
Podcasting (Gold)	
Key Skills	Students can adjust volume to mix multiple tracks and can mix their own voice with music or sound effects. They create a series of episodes around a given theme and upload podcasts to a central database. They are also able to subscribe to a podcast using a appropriate program.
Suggested Resources	Audacity, Voice recorder, garage band, multimedia room resources.

