

Facilitation Notes: What is Design and Developing Digital Outcomes: Getting started with Digital Outcomes

Purpose

These notes are intended to help teachers and leaders facilitate the pīkau *What is Design and Developing Digital Outcomes: Getting started with Digital Outcomes* to a group of other teachers, for example, in a staff meeting.

Pre-requisites

Before attempting this pīkau, participants should have completed these other pīkau:

Essential:

None

Related pīkau:

Getting the most out of pīkau

Why Digital Technologies?

Facilitation notes

These are arranged in the order that the content appears in the pīkau.

Access to a data projector and speakers to present the pīkau is recommended.

Estimated time: 45 minutes (without extension activity)

Section	Facilitation Notes
What you'll learn....	Present this to your group. It should be self explanatory.
Why this matters....	Present this to your group. The other technological areas are mentioned in the section <i>What is</i>

	<p><i>Designing and Developing Digital outcomes and why is it important?</i> Being familiar with the re-organised Technology Curriculum (http://nzcurriculum.tki.org.nz/content/download/167461/1235900/file/Technology%20in%20the%20New%20Zealand%20Curriculum%202017.pdf) will allow you to answer any questions about the other</p>
<p>You might already know some of this....</p>	<p>The key point here is that many teachers will already be doing some form of DDDO in their day-to-day teaching practice, especially using office applications (word processing /spreadsheets /presentations etc). The new digital content aims to strengthen this area.</p>
<p>What is Designing and Developing Digital outcomes and why is it important?</p>	<p>The short presentation does not have an exhaustive list of DDDO activities. At the end of slide 5 you could ask if any more can be suggested. (Remember that a digital outcome is the 'digital part' - it can be stored on a computer. Digital outcomes sometimes are associated with other, (materials/sound) outcomes.)</p> <p>Slide 6 - you could ask your group if they agree with these or if they can think of any others.</p>
<p>Where does DDDO fit in the curriculum, and what's a progress outcome?</p>	<p>The slideshow explains where DDDO fits in the NZC and what PO's are. The notes that go with each slide are essential reading as they explain the content. Without the notes the slides will lose much of their meaning.</p> <p>The slideshow could be presented to your group and the notes used as a script.</p> <p>Extension activity: The Connected Learning Advisory has produced a resource that can be used to 'unpack' the Progress outcomes for both Computational Thinking and Designing and Developing Digital Outcomes. It can easily be adapted for DDDO only. The resource includes facilitator instructions and takes about 15 minutes to complete (DDDO only) or 25 minutes for both CT and DDDO.</p> <p>It may be useful to spend a few minutes gathering the groups questions at the end of this presentation. You may wish to ask, any questions you feel unable</p>

	<p>to answer in Ngā Kiriahi, our Community of practice. Others may also have the same queries or responses to share.</p> <p>As this is an introductory pīkau, it will be best not to concentrate too much on implementation problems. Instead concentrate on the learning outcomes, which are:</p> <ol style="list-style-type: none"> 1. Explain what Designing and Developing Digital Outcomes is and it's relevance to your learners 2. Explain how DDDO is positioned in the Technology learning area and what a progress outcome is 3. See where DDDO is already taking place in your existing classroom practice, and identify further opportunities there are for incorporating it in your teaching.
<p>What does DDDO really look like in the classroom?</p>	<p>These videos have been selected to demonstrate a range of DDDO activities. It is not intended that every person looks at every video - just select a few whose titles appear relevant to your context.</p> <p>This could be run either as a whole group, small group or individual activity. If running as a whole group activity, it is essential that you have selected which videos to play beforehand.</p> <p>Again, these examples are not exhaustive, just a small collection and it is important to recognise this.</p>
<p>Activity: DDDO Audit</p>	<p>This is the main activity in the pīkau. Completing this will reinforce the content of the pīkau. The DDDO audit can be done individually but would also work well if done in a syndicate/faculty grouping. Ensure you read through the audit document and be prepared to explain any unfamiliar terms. As the point of the audit is primarily to reinforce DDDO knowledge, it is not essential to be exhaustive about where DDDO is being used. For example, in office tools, 'all learning areas' will suffice.</p> <p>The results of the audit could be kept for future reference when planning how DDDO will be</p>

	<p>implemented across your school - this will be covered in other pīkau.</p> <p>There is a great opportunity for discussing the 'gaps' once the audit has been completed.</p>
Quiz	<p>The questions have been designed to differentiate between digital outcomes and outcomes produced using digital tools that also produce another (often material) outcome. The key learning point is the digital nature of the outcome. Can it be saved on a computer? Interestingly then, you could design/create a 3D printing file and not 3D print the outcome to satisfy the requirements of it being a digital outcome ... but it wouldn't be as much fun!</p>
Wrapping up....	<p>It's important to acknowledge that teachers will have all sorts of questions such as:</p> <ul style="list-style-type: none"> ● We need more computers ● I need lots of PD ● We need to do lots of planning <p>The key point is that this is an introductory pīkau and that you should know what DDDO is and where it fits in the curriculum. The answers to the questions that are raised will be developed by you and your team together during the Readiness Programme.</p>