

Facilitation Notes: Pīkau 13 DDDO Progress Outcomes 2 and 3 Digital Photography and Images

Purpose

These notes are intended to support teachers and leaders facilitate the pīkau *EMP13 DDDO Progress outcomes 2 and 3 Digital Photography and Images* to a group of teachers, for example, in a staff meeting.

Pre-requisites

None

Preparation

Complete the pīkau yourself.

Familiarise yourself with the quizlet on the *Quiz - file types and formats* page.

Find out if your school has a copyright policy. If so, have copies available for participants.

Related pīkau:

Pīkau 03: Introduction: What is Design and Developing Digital Outcomes: Getting started with Digital Outcomes

Pīkau 11: DDDO PO1: Digital outcomes - getting started with progress outcome 1

Pīkau 12: DDDO PO1: Digital outcomes - challenge yourself with progress outcome

Facilitation notes

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

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

We strongly encourage showing each video on every page.

Estimated time: 80 minutes

Section	Facilitation notes
<p>Introduction and What you'll learn</p> <p>Time: 1 minute</p>	<p>The key points of this section are that you will learn how:</p> <ul style="list-style-type: none"> Using digital images to illustrate how students make decisions about <i>creating, manipulating, storing, retrieving, sharing, and testing digital content for a specific purpose, given particular parameters, tools and techniques (PO2)</i> How creating digital images can provide evidence of a <i>design process, and social, ethical and end-user considerations (PO3)</i> Ideas and inspiration from teachers
<p>Why this matters...</p> <p>Time: 1 minute</p>	<p>The key points of this section are:</p> <ul style="list-style-type: none"> We need to be able to protect our digital work. We need to respect the digital work of others.
<p>Links to existing knowledge</p> <p>Time: 5 minutes</p>	<p>The key point of this section is:</p> <ul style="list-style-type: none"> By tweaking what you are probably already doing with your students you can easily cover the new content.
<p>File types and formats</p> <p>Time: 5 minutes</p>	<p>The key points of this section are:</p> <ul style="list-style-type: none"> Students making decisions about storing, retrieving, manipulating, and sharing digital content is part of Designing and Developing Digital Outcomes progress outcomes 2 and 3. Different formats are used for different purposes
<p>Quiz -file types and formats</p> <p>Time: 3 minutes</p>	<p>Click through the cards as a group and see if you know the terms described on each card.</p>
<p>File types and formats in the progress outcomes</p> <p>Time: 2 minutes</p>	<p>The key points of this section are:</p> <ul style="list-style-type: none"> In progress outcome 2 the students need to be making decisions about their work, it is student lead. In progress outcome 3 students need to follow a defined design process.
<p>Classroom example - How does a computer display an image</p>	<p>The key points of this section are:</p> <ul style="list-style-type: none"> This content can easily be taught and is very engaging In progress outcome 2 the students need to be making the decisions about creating, manipulating and testing digital content, it is student lead.

<p>Time: 9 minutes</p>	<ul style="list-style-type: none"> • In progress outcome 3 students need to not only use a defined design process but also take into account social, ethical and end-user considerations. • Progress outcome 3 also covers security and privacy.
<p>Manipulating and combining digital content</p> <p>Time: 11 minutes</p>	<p>The key points of this section are:</p> <ul style="list-style-type: none"> • In order to support the progress outcomes specific conversations need to be had around using the built in tools within applications.. • To move from progress outcome 2 to progress outcome 3 students need to be using a defined design process, including defining the problem themselves and coming up with more than one possible outcome.
<p>Classroom example - Authentic contexts</p> <p>Time: 7 minutes</p>	<p>The key points of this section are:</p> <ul style="list-style-type: none"> • Authentic contexts are fairly easy to find within the general school context. • Including students in selecting the context for the learning improves engagement while supporting local needs.
<p>Are you an ethical creator?</p> <p>Time: 3 minutes</p>	<p>The key points of this section are:</p> <ul style="list-style-type: none"> • When you create new digital content you have a responsibility to do so ethically, including taking into account cultural and intellectual property issues. • It is important to accept the cultural and intellectual property rights of Māori and other indigenous peoples.
<p>Copyright and Creative Commons</p> <p>Time: 13 minutes</p>	<p>The key points of this section are:</p> <ul style="list-style-type: none"> • Following copyright laws is important. • You may not own the copyright of resources you create within your school. The Board of Trustees may own the copyright to your work. • There should be a policy in place at your school that clarifies the school's position on copyright with respect to what teacher create. • Teachers should be familiar with what their school's copyright policy says.
<p>Checklist - Being an ethical creator</p> <p>Time: 5 minutes</p>	<p>The key points of this section are:</p> <ul style="list-style-type: none"> • Being an ethical creator is not hard once you are aware of what you need to do in relation to copyright laws. • Students need to be following these laws too.
<p>Activity - Is your school an ethical digital</p>	<p>Complete the activity and have appropriate discussions</p>

<p>creator?</p> <p>Time: 5 - 10 minutes</p>	<p>with your colleagues.</p>
<p>Making connections, Next Steps, Going Deeper</p> <p>Time: 1 minute or 6 minutes</p>	<p>The key point of this section is:</p> <ul style="list-style-type: none"> ● There are natural connections between Designing and Developing Digital Outcomes and Computational Thinking. <p>If your staff haven't seen the video, or if it has been a while, show them the video.</p>
<p>Link to programme design</p> <p>Time: 1 minute</p>	<p>The key point of this section is:</p> <ul style="list-style-type: none"> ● Using a design process in an authentic context is key to firmly locating digital imagery in the Technology Learning Area. ● With practice you will be able to make clear connections to authentic contexts for learning that meet the needs and abilities of your learners.
<p>Wrapping up and where to next</p> <p>Time: 1 minute</p>	<p>The key points of this section are:</p> <ul style="list-style-type: none"> ● Using these handy tips will support you to become an ethical user of digital resources. ● A lot of this can easily be incorporated in authentic contexts.