



National Workshop 7



LEAVING CERTIFICATE
COMPUTER SCIENCE

Session 3/3

Curriculum planning: Learning Outcomes through the lens of the ALTs

Overview of the Session

Section 1	Introduction to curriculum planning
Section 2	Group activity: experiencing LOs through the lens of the ALTs
Section 3	Demo of a curriculum planning tool
Section 4	Using this curriculum planning tool
Section 5	Wrap up and conclusions

By the end of this session participants will have:



reflected on the **LOs that have been experienced** through the ALTs up to now



collaborated on **Bubbl.us** to develop a concept map of the **LOs that have been and could be experienced** through a particular ALT



given and received feedback on the potential LOs that could be experienced through a particular ALT



engaged with and used **bespoke spreadsheet technology** to enhance ALT planning practice alongside concept mapping ideas

Section 1

Introduction to curriculum planning



Mentimeter

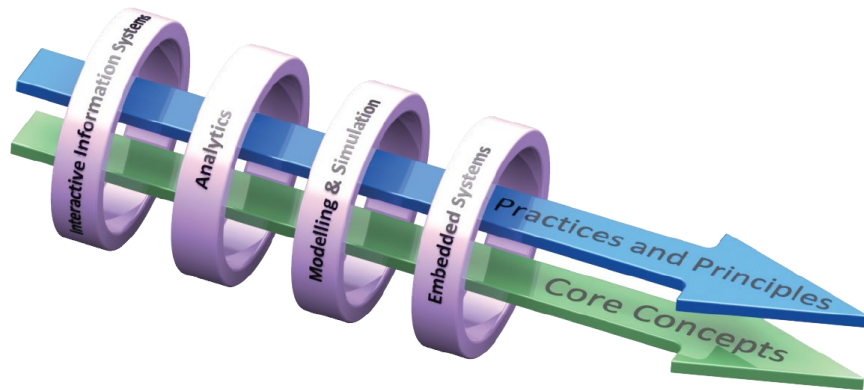
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What tool(s) do you use to document your curriculum planning?

Leaving Certificate Computer Science

The strand 3 **applied learning tasks** that students undertake **collaboratively** during the two years of the course, provide significant engaging opportunities for students to work within the **practices and principles** of computer science and to apply the **core concepts** in authentic situations. (Pg. 15)



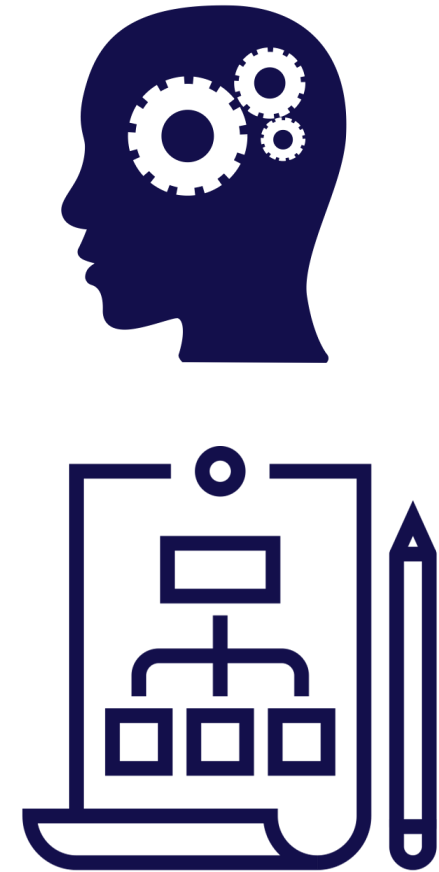
Section 2

**Group activity:
Experiencing Learning
Outcomes through the ALTs**



Considering curriculum planning

1. What **learning outcomes** are we hoping our students will experience – or build towards – in this ALT?
1. What **learning experiences** can we offer to our students to achieve this?
1. What stimulus can we provide to **enhance** the learning?
1. What unique considerations should we make for our particular context (class schedule, access to technology, individual student need and, specifically, considerations of **Special Education Needs**).





Developing a mind map for an ALT (Breakout)

1. Click on the link to the **Bubbl.us template** for your particular ALT
1. Nominate a **spokesperson**
1. **Reflect and discuss** the LOs your students have experienced (and could experience in the future) through the lens of this ALT
1. **Add** these LOs to the mind map at the appropriate node
1. Add **learning experiences** to your mind map that incorporate these LOs
1. Prepare **feedback** for the main group



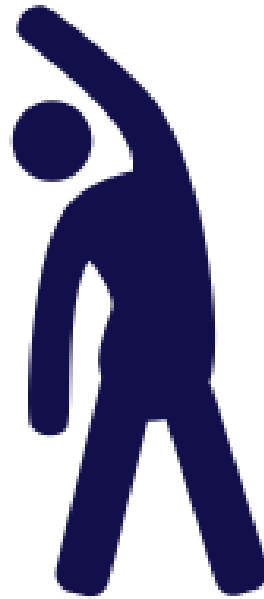
Group Activity – Breakout



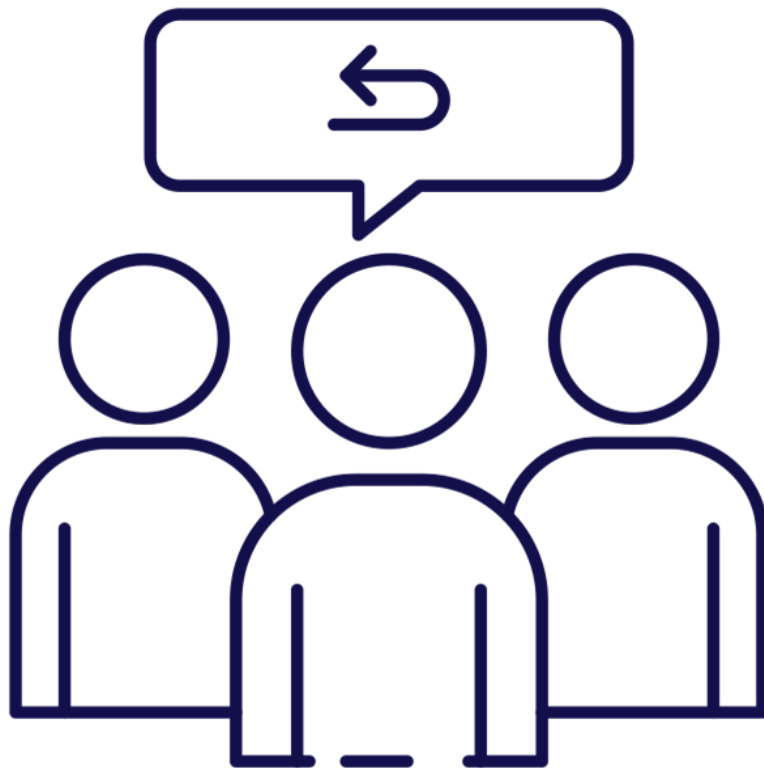




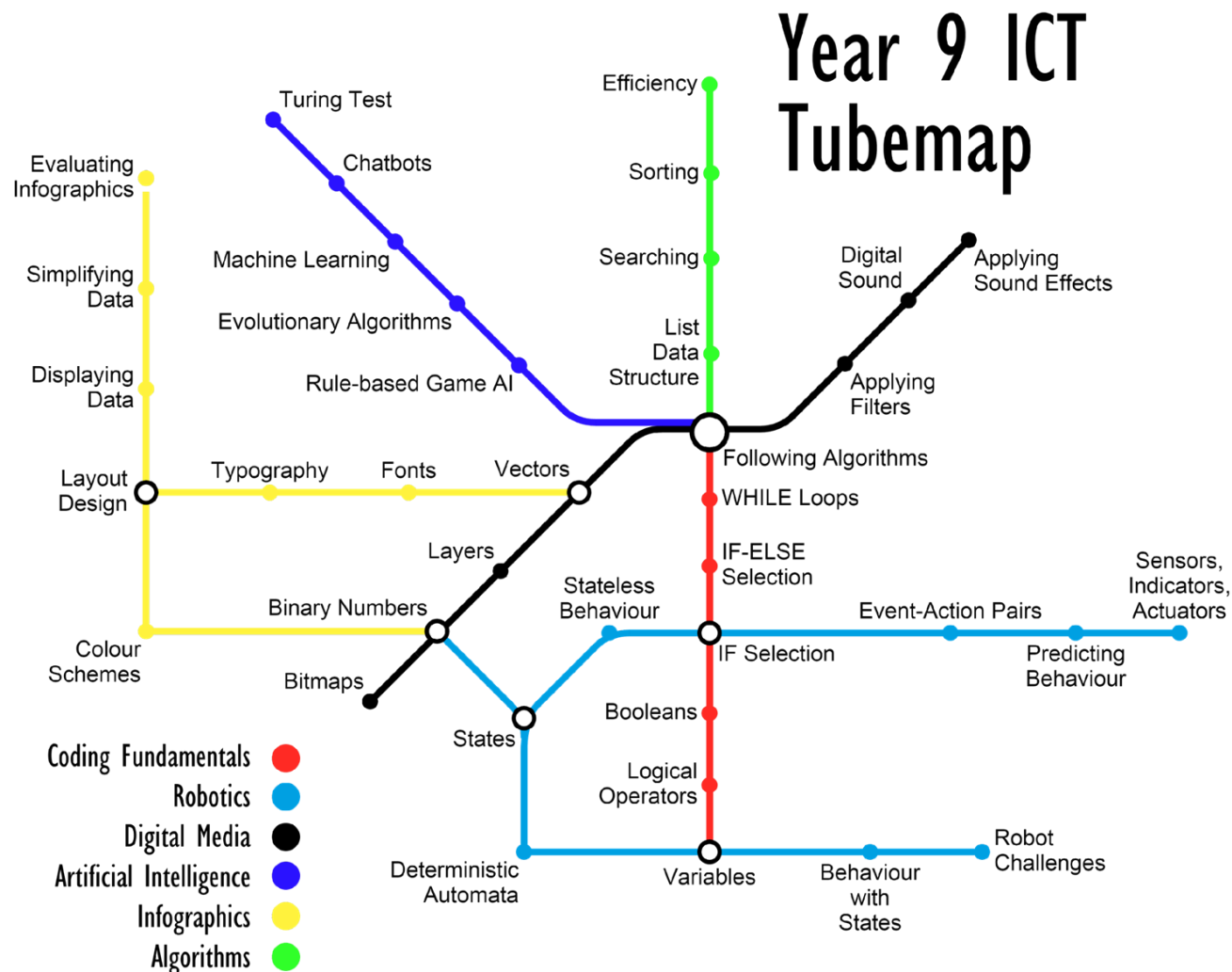
5 minute stretch break



Group Activity – Feedback



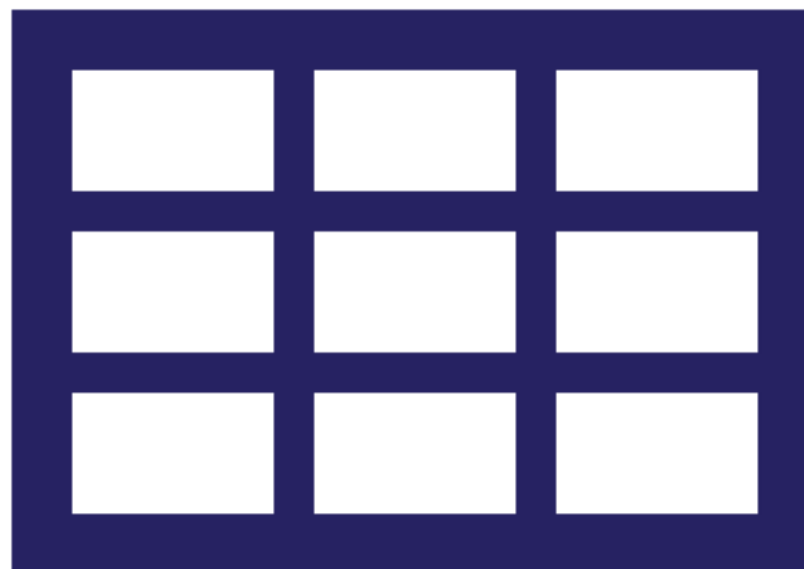
Elevating curriculum planning: Tube map



Section 3

Introduction to a curriculum planning tool

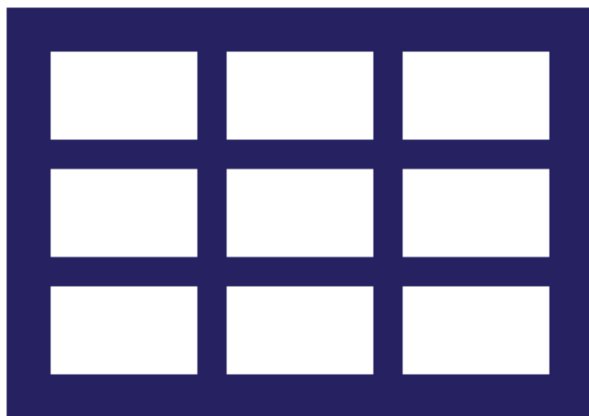




Section 4

Using the curriculum planning tool





Conclusions

1. LCCS is difficult (for students to learn and teachers to teach)
2. Pedagogies are proven to work
3. Planning learning around ALTs is key
4. Constructivist approach is important
5. Growth mindset is *at least* as important as natural ability
6. Student-centric approach (guide-on-the-side rather than a sage-on-the-stage approach)

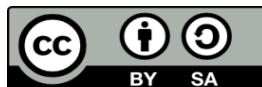


“The teacher should help, but not too much and not too little, so that the student shall have a reasonable share of the work” and, “If the student is not able to do much, the teacher should leave him at least with some illusion of independent work.”

George Polya, How To Solve It



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Department of
Education and Skills



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