

## What is your ICT quotient?

Name:

### **How to use the ICT audit**

This ICT ‘audit’ is partly to develop your awareness of the range of ICT applications which might have the potential to improve teaching and learning in history, and/or make you more effective in your job as a history teacher.

It would be possible to structure the audit so that it simply measured what you can make use of and what you can’t (on a tick/cross basis, ticking things off as you go through the course). However, it is not like ‘Can ride a bike’ or ‘Can’t ride a bike’; there are levels of expertise, and the important question of the extent to which you can use these applications to improve teaching and learning in history and your own effectiveness as a history teacher (see the handout ‘What does it mean to be “good at ICT as a history teacher” for more information on this).

Another way of structuring the audit would have been to attach a Likert scale ‘levels of expertise’ continuum to the applications. However, this model would suggest or reflect that all the applications listed here have the same potential for improving teaching and learning in history, and I don’t think that this is the case. Also, it depends to some extent what you get interested in, and which teachers and departments you work in. Even expert practitioners in history and ICT don’t spread their activities in this field evenly – after gaining basic familiarity and competence, in order to explore the potential of the application, they then tend to focus on a smaller sub-set applications and explore them in more depth, thinking how they can be used to improve learning in history or their effectiveness as teachers. Recent research from OECD (<http://www.oecd.org/edu/ceri/45046837.pdf>) suggests that we should beware of a ‘coverage’ model in initial teacher education, which focuses predominantly on acquiring technical competence in a wide range of ICT applications, and give more emphasis to exploring pedagogical aspects of new technology, or in Hadfield et al’s (2009) terms, ‘the learning status’ of ICT applications, rather than their ‘social status’.

So, I have given more ‘points’ to applications which I (tentatively) think have most potential for enhancing teaching and learning in history. I should stress that these are purely personal judgements, and not based on a rigorous research base, and we will discuss whether the ratings reflect your own experience of exploring the use of ICT in history towards the end of the course.

The format of the audit is not unlike the sort of thing one might find in popular magazines (not that I read them). The audit is not meant to be a menacing and terror inducing weapon to threaten you with; it is designed to get you to think about the ways in which ICT can help you as a history teacher and improve learning for your pupils, and to get you to explore the potential of ICT in history teaching, and together with the teaching sessions, to persuade you that if you are a history teacher, new technology is your friend and ally. I do not use it for ‘target setting’ and checking on your progress, with extra ‘catch up’ sessions and punitive/remedial action for those who have not made much progress. The purpose is to make you aware of the range of factors and applications involved in being ‘good at ICT’ as a history teacher, and to encourage you to reflect and act on this so that by the end of the course, you have hopefully made some progress in some of these agendas.

In terms of the question, ‘What does it mean to be “good at ICT” as a history teacher?’, I would suggest that the answer is that you are able to use ICT to improve your teaching, and pupils’ learning, through the use of new technologies.

### **1. Computers- general level of technical capability**

None. **0**

Very basic- can just about get round the system but sometimes get stuck. **3**

Quite confident; I feel I am reasonably capable in terms of knowing how to do most of the usual things. (file management, integrating and transferring bits and pieces from different applications. **7**

I feel I am pretty good technically and can do most things – I'm pretty quick and confident at technical stuff. **10**

All the above plus I am well organised and efficient in terms of using ICT to save time in planning and assessment and organising an easily accessible personal archive of resources for teaching. **15**

All the above but also can usually reconfigure systems and fix problems without having to send for the mendy-person when something won't work. **20**

### **2. Presentation software (PowerPoint/ /Prezi etc)**

I'm not sure what they do. **0**

I can construct a basic PowerPoint presentation. **3**

I am fairly confident and accomplished in my technical grasp of PowerPoint. **7**

I am confident in the use of PowerPoint and other presentation software packages (e.g. Prezi). **10**

I know how to use presentation software to enhance teaching and learning in my subject. **12**

My use of PowerPoint is generally good, it usually motivates and engages pupils. **15**

And I have been able to get pupils to use presentation software skilfully and effectively. **20**

### **3. The Internet**

I'm not sure what it is. **0**

I can find my way around the net reasonably well. **2**

I am pretty good at finding what I want on the net. **4**

I know how to transfer files to my personal webspace. **8**

I know how to put my own stuff up on the web. **10**

I can use the Internet and have several ideas for using it to enhance teaching and learning in history. **15**

I know how to set up a personal or departmental website. **18**

I already have a well designed and educationally useful website. **20**

My use of the net regularly makes a big difference to the quality of my lessons. **24**

I use the internet to build up powerful collections of high-impact and high quality resources which significantly improve my teaching on a wide range of topics. **40**

### **4. Video camera/iphone camera**

I don't know how to use a video camera. **0**

I think I know how to use a video camera, might need a quick revision session. **3**

I am confident in the use of the video camera. **5**

I can transfer video camera footage to a computer and save it. **7**

I know ways of using the video camera with pupils and have used video cameras to improve the quality of their learning and their enthusiasm for the subject. **12**

### **5. Digital video editing/film making (e.g. Windows MovieMaker)**

Don't know what it is. **0**

Know what it does but can't use it. **2**

Can use digital video editing software. **4**

Feel confident using digital video editing applications with real live children. **10**

Can get pupils to use digital video editing activities in history. **14**

## **6. Data projectors**

What? **0**

I know how to use a data projector. **3**

I sometimes use the data projector as part of my teaching to improve the quality of the lessons. **6**

The use of the data projector often has a big impact on improving the quality of my lessons. **10**

Data projectors are great and I feel I use them well but I can get by without them when necessary and am not over-reliant on them – I don't unthinkingly use them in a lazy way in just about every lesson. **16**

## **7. Web 2.0 applications (Wikis, Museum Box, Pinterest, Padlet etc)**

I don't know what they are. **0**

Know what they are but haven't accessed any. **1**

Have accessed/used some of them myself. **3**

I know how to incorporate them into my teaching sometimes. **5**

I can get my pupils involved in using Web 2.0 applications. **8**

I can get my pupils to do useful things in history outside of taught sessions. **15**

## **8. Use of social media (Blogs, Twitter, Facebook etc)**

Know what social media is. **1**

Know how to access and use social media tools to assist my teaching. **3**

Am familiar with some history blogs and Twitter feeds which help to develop my subject knowledge. **10**

All the above plus have my pupils working with blogs/Twitter etc and have them making productive and time effective use of them. **15**

## **9. Podcasts**

Know what they are. **1**

Have accessed some. **3**

Can make a podcast. **5**

Use them for homeworks and they seem to work quite well. **7**

Can get my pupils making podcasts of their own. **10**

My pupils learn some history outside taught sessions through the use of podcasts. **12**

## **10. Accessing E-resources**

Can't use any of them. **0**

Vaguely know what they are but don't use them. **1**

Can use some of them (Metalib, the course virtual Learning Environment (VLE), Historical Association website, National Archives, Facing History and Ourselves, Pathe News, History Today Archive, History Extra, newspaper archives etc.). **10**

Use most of them and use RSS feeds, Google Alert etc to update resources. **15**

I make extensive and effective use of E-resources and have built up a really good archive of resources which regularly help to improve the quality and impact of my lessons. **25**

## **11. Voting/Response technology (e.g. Turning Point, Poll Everywhere)**

What? **0**

Have seen it used/know of its existence. **2**

Have used a PowerPoint which incorporates voting technology response. **5**

Have devised and used a PowerPoint incorporating voting technology and other resources. **8**

Have used voting technology with pupils in a way that has worked really well. **14**

## **12. Data-handling/spreadsheets (e.g. Excel)**

I don't know what data-handling is. **0**

I know what it is but I don't know how to do it. **2**

I know how to use a data handling package or commercially produced datafile. **5**

I know how to construct my own datafile using a data-handling package. **7**

I know what sort of questions to ask of history datafiles **9**  
I feel confident that I could teach/demonstrate how to construct a datafile to a group of pupils. **10**  
I could do all this using a variety of data-handling packages. **12**  
I can do all this and am confident that I could teach pupils how to use a datahandling package. **15**  
I've had some really good lessons getting the pupils to do interesting and historically 'valid' things with datafiles. **20**

### **13. Visualisers**

I know what they are and what they do. **1**  
I know how to use them. **3**  
I have worked out ways of using them that work really well in my lessons. **10**  
I also get pupils using them in ways that seem to work really well. **15**  
The visualiser regularly acts as an effective aid to learning in my lessons. **20**

### **14. Cloud storage, organisation and sharing**

I am aware that the internet (Google Drive, Skydrive, Dropbox, Flickr etc) can be used to store, organise and share resources. **1**  
I sometimes dump stuff and share stuff albeit in a rather haphazard way. **5**  
I have a very proactive and well organised system for storing and sharing resources. **20**

### **15. Classroom use of Tablets/Mobile devices (e.g. ipads)**

I know what they are. **1**  
I know how to use them. **2**  
I know how to do useful things with them in the classroom with pupils. **10**  
All the above plus I know how to put together an I-book. **5**  
All the above plus I can get the pupils making their own history I-books. **12**

### **16. Interactive whiteboard**

I know what they are. **1**  
I can fumble my way around the basic features of the IWB. **2**  
I can use activities which have been designed for the IWB in the classroom. **4**  
I can autonomously devise my own activities for the IWB to use in my lessons. **7**  
I could use the IWB competently in an interview lesson if required. **10**  
My use of the IWB regularly improves the motivation and engagement of pupils and helps to develop their historical knowledge and understanding. **15**

### **17. Developing pupils' digital/information literacy**

I know what digital literacy means. **1**  
I sometimes used elements of my lessons to develop pupils' digital/information literacy. **5**  
I have acquired some good resources which help to develop pupils' understanding of how to ascertain the authority and reliability of information on the internet/social media/newspapers/TV etc. **15**  
I have developed a range of strategies and resources for developing pupils' understanding of how to ascertain the authority and reliability of information on the internet/social media/newspapers/TV etc which have significantly improved their digital/information literacy and their understanding of how history can be used by some people and groups for unethical and immoral purposes. **50**  
All the above plus I have developed pupils' understanding of the importance of truth to the good society. **70**

### **18. Ability to use remote teaching tools**

1. I am beginning to learn how to use remote/virtual teaching systems (Blackboard Collaborate, Zoom, Microsoft Teams etc.) **3**  
2. I can just about manage to do a 'basic functions' teaching session with a remote/virtual teaching tool. **10**  
3. I can confidently and consistently use virtual teaching systems, (including using advanced features such as breakout rooms, polling etc.) to deliver quite effective teaching sessions. **40**

**Max= 400**

