Evaluation and lessons learned.

One of the successes of my teaching with Information and Communication Technologies (ICTs) whilst on practicum came from the Learn to Move (2013) series of videos. This activity was used in the body of lesson two. The success came when the learning started to fade and the students began to lose interest. At this point in time the teaching was stopped and the students were asked to stand. The Move to Learn video was played and all but one very shy Vietnamese student was engaged with the video. At the halfway point of the video, the video was stopped and the students were asked if they would like to continue. The usual No/ Yes and undecided responses were offered but no real determination could be made. As a cohort the students and teacher agreed that they could not guess from the unorganised responses what the outcome might be. Survey your peers, record responses and present the data in a column graph so that we can find out what we should do. Every student without fail did exactly that. Wadsworth, Robinson, Beckham and Webster (2012) suggest that the best time to implement moderate-vigorous physical activity is between activities such as small group to large group activities. Although the break described above was converse it worked exceptionally well.

Lesson 3 of part C was a successful lesson due to a combination of factors. The warm up activity set up the students' mindset; this lesson will require mathematical thinking. The conclusion of the lesson was interesting for the students because in a previous lesson the mentor teacher had taught time. This lesson on angles, with the aid of an interactive clock was able to incorporate time and use the hands of that interactive clock manipulated by the students to link with the lesson on angles.

An aspect of Information and Communication Technologies that did not work so well was the original format of lesson one in part C. This pre-service educator was set the task of constructing a lesson focused on column graphs. On the weekend, find an app you can teach with or the students can use to learn about graphs and develop a maths lesson. The body of the lesson was meant to consist of group/ individual activities on a rotational basis. The mentor teacher will upload the app to the iPads first thing on Monday morning. This never happened. This issue was foreseen as a potential problem and the app was pre-loaded to the Mac and the lesson was adjusted so the groups were able to use the app via the Interactive White Board. Although this activity was intended for the individual, as a group activity it worked well. Students develop Information and Communication Technology (ICTs) capability as they use ICTs to solve problems; work collaboratively; investigate; collect, manage analyse and interpret data according to The Australian Curriculum Assessment and Reporting Authority (ACARA, 2014).