Australian Professional Standards for Teachers.

Domain 1. Professional knowledge.

Standard 2. Know the content and how to teach it.

2.1 Content selection and organization.

* Organise content into an effective learning and teaching sequence.

 2.6 Information and Communication Technology (ICT).

* Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

The situation called for me to plan and introduce a mini unit of work titled ‘Data collection and recording of data’ using a range of Information and Communication Technologies (ICTs) (Artifact 1) to enhance the learner’s learning experience. This unit of work was implemented in a year four classroom. In the initial phase of the lesson I used images to stimulate the learner’s. Churchill et al. (2011) posit that any type of artifact or tool constitutes technology. The lesson plans were attentive to The Australian Curriculum and Assessment Authority (ACARA, 2014) Year four, Mathematics content descriptions and included lesson objectives, resources, procedure, evaluation, assessment as reasoned by Churchill et al. (2011).

The action I took in lesson two was to revisit prior learning where the students had constructed column graphs using their spelling test scores as the data set (Artifact 1). During the introduction phase of the lesson the learners surveyed their peers to collect data about their preferred colours, TV shows and favourite Ice cream. After the introductory phase of the lesson I noted that the students were disengaged and disinterested, so I stopped the lesson and used ICTs to introduce the learners to ‘Move to Learn’, which is a series of brain break videos available on YouTube (2012) hoping to get the blood pumping and return to the current lesson outline. Lengel, Kuczala (2010) state that movement activities create positive emotional states causing students to link positive emotions with learning. I stopped the video half way through because it was too long, offering to restart it after the lesson if there was time. There was a mixed response, some students wanting to continue and others happy to stop the video altogether. Due to a disparity of responses I asked the students to survey their peers, collect, organise and display their data to determine if we should continue with the video or not.

The result of using ICTs to engage the learners through a movement activity was an outstanding success as noted in Artifact 1 (Lesson 2, Reflection and Adjustments). During the course of my practicum placement there was one student who simply refused to pick up a pencil and participate in any form of learning. The classroom teacher had tried unsuccessfully to engage the student without success. During the learning experience described above this particular student was the first to start, first to finish and was so disparate of their usual self I was simply taken aback as is noted in my lesson plan reflection (Artifact 1) and Evaluation of lessons learned (Artifact 2).

References for Standard 2.

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