**Learning Sciences and Technology Academic Group**

**National Institute of Education, Singapore**

**For Graduate Courses**

**Assignment cover sheet**

Course code and title: MLT 803(903)/MID834/MPS803(903): Technologies as Cognitive Tools

Assignment title:

Students’ (official) names and matriculation numbers:

Instructor’s name:

Declaration

I/We have read and understood the LST/NIE guidelines on academic dishonesty, and declare that this assignment is my/our own work and does not involve any form of academic dishonesty. The sources of other people’s work have been appropriately referenced. I/We have not submitted any part of this assignment for another module (unless this assignment specifically requires it).

**Students’ signature(s): Date:**

The assignment will not be marked unless all the above sections have been completed with proper signature(s).

Your instructor is entitled to require you also to submit a soft copy of the assignment.

**MLT803(903)/MID834/MPS803 (903) – Technologies as Cognitive Tools**

**Group Assignment (30 marks)**

**Task**

This is a group assignment to be carried out by not more than four group members. Your task is to create a lesson in which 2 to 3 ICT tools are to be used as cognitive tools.

Your lesson ideas should be based on an area of specialty which is agreeable by all members in your group. Your group will need to identify a topic or sub-topic which can be best taught with the help of using ICT. The lesson should be designed for a duration of between 60 and 120 minutes. Credits will be given to clear explanations of the lesson proper and cogent arguments to justify the use of tools and the appropriate design of the lesson.

**Mark allocation**

* Learning context (subject, topic, learners, objectives, learning environment): 2 marks
* Learning activities: 8 marks
* Justification: 10 marks
* Implementation issues: 5 marks
* Group Presentation: 5 marks

**Format**

Font type: Times New Roman, font size: 12, single-line spacing, single-sided printing.

**Length of assignment**

Not more than 4 pages of the template.

**Submission**

1. Hardcopy to be submitted during class time.
2. Mode of softcopy submission will be informed by class instructor.

**Lesson Ideas Planning Template**

**(for Group Assignment)**

This document is to assist you as you brainstorm and develop your Lesson Plan. It is an example of a ‘scaffolding’ device. You may change the format of the table a bit if you want.

**Names**: (i)

 (ii)

 (iii)

 (iv)

Note: Text in **Orange Color** is just some scaffolds which you should delete.

|  |  |
| --- | --- |
| **Subject**: | English/Maths/Science etc. or other areas of specialty. |
| **Topic**: | Specific topic in the subject or area of specialty, e.g. improper fractions |
| **Level/Stream:** | E.g. Primary 1, Secondary 1 (NA), Secondary 2 (Express), Diploma Year 1, etc. |
| **Students’ Characteristics:** | Low ability/average ability/high ability/mixed ability etc.Kinesthetic learners, visual learners, etc. |
| **Pre-requisite knowledge** | What prior knowledge must the students have? About the topic? About the use of the media tools/ICT tools? |
| **Lesson Duration**: | 2 periods , 3 periods?  |
| **Learning Environment:**  | Using a computer lab, a normal classroom or online? How are the students supposed to be learning – in pairs/groups/individual and in school or outside the school? What is the “computer to student” ratio? Is there internet connection, etc.? Give all relevant information that helps to describe the context of learning. |
| **Learning Objectives:** | By the end of the lesson, the students should be able to: 1.2.3. |
| **Learning** **Activities** | **Description**Describe the lesson in relation to the following:1. What (individual/group) learning activities and tasks are required in the lesson?
2. What ICT-based cognitive tools are used to support the learning activities/tasks?
3. What are the teacher/students roles in the activities/tasks?

**Justification**1. Why are the learning activities/tasks important?
2. Why are these cognitive tools involved in the learning activities/tasks?
3. Why do you think they are used as cognitive tools?

You may justify this by presenting the PST affordances of the tools and the definition/characteristics of cognitive tools |
| **Implementation** **Issues** | What are the possible implementation issues that might be involved in the lesson? What practical concerns might occur during the implementation of the lesson? How do your overcome them?  |