

Jury Report: APPLIED INFORMATION TECHNOLOGY COURSE 29 August 2007

No. of JURORS: 9. FACILITATOR: Dr Anna Alderson SCRIBE: Mark Alderson

<i>What are the issues that have emerged relating to the APPLIED INFORMATION TECHNOLOGY Course and its implementation?</i>	<i>What recommendations does this jury make to address the issues identified?</i>	Please identify timeframe: (see below)	Possible Actions
<p>Stage 3A / 3B courses. Specifics of content Teacher preparation for units with exams</p>	<ul style="list-style-type: none"> Teachers need PD focused on content, resources, & grading for each stage to ensure they are confident to teach the course, so students can get maximum value from it. This needs to be conducted ASAP prior to the start of the next school year. 	<p>Short term</p>	<p>The Council will collaborate with DET, AISWA, CEO, ECAWA, BEWA and Universities to offer on-going PD to support the subject.</p> <p>The CC has previously provided PD on the course and its structure through days 1 -5. Assessment seminars and consensus meetings will be held in term 4 to provide advice on grading and assessment.</p> <p>To support teachers a Specifications Booklet with sections for each stage is being developed to provide clarity and required depth of content for each unit.</p>
<p>Practical orientation vs. too much theory? Repetition of content, potential overlap. Lack of specificity re. depth of content.</p>	<ul style="list-style-type: none"> Take out repetitive theory that exists across the units, spread the theory over the different units, this will therefore reduce the amount of repeated theory (not core theory) and free up class time for practical skills. 	<p>Short term</p>	<ol style="list-style-type: none"> Syllabus to include a statement outlining the amount of time a teacher would typically spend on content organisers. The balance of the Prac vs Theory is reflected within the defined content. This is exemplified through the assessment weighting table ARM panel to review theory and practical balance and provide feedback on actions required as appropriate A Specifications Booklet to clarify prerequisite skills by stage is being also developed.

Clarity of outcomes in relationship to assessment.	<ul style="list-style-type: none"> The relationship of the outcomes to assessment needs to be clarified. The link between the outcomes & the exam needs to be explicit. 	Short term	<p>The syllabus will include statements to clarify the role of the outcomes in relation to planning and assessment.</p> <p>Support materials and consensus meetings in Term 4 will provide further clarity.</p>
The Exam.	<ul style="list-style-type: none"> More sample exams with marking criteria need to be finalised and released to teachers ASAP. Solutions need to be clearly related to questions. There needs to be a more practical component in the exam (to correlate with the increased practical course component). Eg. Appraise & improve a flawed product. 	Short term	<ol style="list-style-type: none"> Three new sample exams will be provided to inform and direct teachers, the combined stage 2/3, stage 2 and stage 3. Examples will provide guidance to the scope and depth of treatment of course content for all three exams. Mapping of exam questions to syllabus will be included with support materials to provide direct links between exam and content. The applied/ Practical component has been reviewed and incorporated within the new design brief. This will be reviewed through the Working Party and for 2009 this will be reviewed with teachers.
Clarity of pathways / repeat units.	<ul style="list-style-type: none"> Information about accreditation of units should be in course guides as well as in the WACE. Summary of FAQ need to be made available on a regular basis. 	<p>Short term</p> <p>Medium term</p>	<p>Information on accreditation will be included in the Course Completion section of the syllabus with reference to the WACE manual.</p> <p>The Council Circular will also feature regular updates on all courses including FAQs</p>
Clarity of language (plain English), language for different levels. (Stage 3A / 3B courses.)	<ul style="list-style-type: none"> Simplify current documents to reading level of young adolescents. Provide a glossary of terms for each stage. 	Short term	Critical readers will review the syllabus language for clarity and suitability. A specifications booklet will contain terminology and clarification of syllabus content.

Resources, support material.	<ul style="list-style-type: none"> Resources should include: Suitable textbook. Evolving website of current developments/examples. Standards & conventions . Learning objects of essential content. 	Short to medium term	<ol style="list-style-type: none"> Where necessary Assessment support material will provide guidance to teachers on an appropriate range of texts suitable to stage and unit learning context This issue is addressed through systems, sectors & professional associations, as well as individual teachers A Specifications book will provide clarity and guidance as to standards and conventions Online support materials will be developed and available to all teachers.
Ensuring the right people get the right PD.	<ul style="list-style-type: none"> Teachers who are teaching or who are likely to teach the course must be provided with appropriate PD for foreseeable future. 	Ongoing	<p>The Council will collaborate with DET, TDC's, AISWA, CEO, ECAWA, BEWA and Universities to offer on-going PD to support the subject.</p> <p>The CC has previously provided PD on the course and its structure through days 1 -5. Assessment seminars and consensus meetings will be held in term 4 to provide advice on grading and assessment.</p> <p>To support teachers staged Specifications Booklets are being developed to provide clarity and required depth of content.</p>
Important information needs to be emphasised	<ul style="list-style-type: none"> The last point under assessment re TEST CONDITIONS needs to be high-lighted 	Short term	
Units of competency.	<ul style="list-style-type: none"> Should be removed and added as a support document to enable teachers to select appropriate UOC to their course should they chose to do so 	Short term.	<p>The inclusion of the VET section is integral to the design of the syllabus.</p> <p>The list of UOC is not an exhaustive list and is being refreshed</p>

Submission authors called: No submissions were received for this course

Curriculum writer called: Yes, Course Manager.

Time Frames: **Short term** = before end of 2007, **Medium term** = prior to June PD day 2008, **Longer term** = past June 1 PD day 2009