


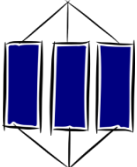
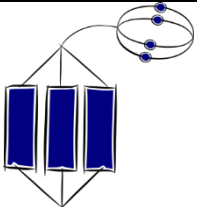


<b>Encouraging Reflective Thought and Action: Learning Interventions ICTs</b>					
<p>ICTs as learning interventions</p> <p><i>BES # 7. Curriculum goals, resources including ICT usage, task design, teaching and school practices are effectively aligned.</i></p> <p><i>Curricular alignment: The use of resources, teaching materials and ICT is aligned with curriculum goals to optimise student motivation and accomplish instructional purposes and goals.</i></p> <p><i>Pedagogical strategies are evaluated in relation to curricular goals.</i></p>	<p>I know that using ICTs aligned with curriculum goals can optimise student motivation to achieve learning goals, but I am not confident I know how to provide these opportunities in terms of my classroom practice.</p>	<p>When planning my teaching and learning activities I use ICTs to help motivate students to achieve learning goals.</p>	<p>When planning my teaching and learning activities I first identify my learning goals and then select ICTs to help motivate students to achieve learning goals.</p> <p>However, when the use of these ICTs fails to motivate students to achieve learning goals I don't know how I should do things differently.</p>	<p>When planning my teaching and learning activities I first identify specific proximal and hierarchical learning goals coded against SOLO Taxonomy, and then select ICTs to help motivate students to achieve these learning goals. I identify success criteria for the use of these ICTs that align with specific learning outcomes.</p>	<p>When planning my teaching and learning activities I first identify specific proximal learning goals coded against SOLO Taxonomy, and then select ICTs to help motivate students to achieve these learning goals. I identify success criteria for the use of these ICTs that align with specific learning outcomes. I seek student and peer feedback to better inform the use of ICTs to enhance the conditions of value for identified specific, proximal and hierarchical learning outcomes.</p>
<p>Example</p>					
<p>Effective strategy</p>					