

# Part 1

## Organising ICT resources

### Background

You will already have a range of ICT resources in your classroom and within the school. In the last unit, **Developing a Teaching Repertoire**, you will have listed and reviewed the ICT resources available to you which support **Science**. As a Teacher, you will have made decisions about the organisation of your resources. You will have considered making the best use of these resources within different scenarios, e.g. to generate resources, to use in teaching or display and to use as an ICT-based activity for group or paired work.

This unit is another opportunity to rethink decisions about your current organisation and what you might change in the future.

### Objectives

This section will enable you to review the organisation of your ICT resources and to consider alternatives.

### Introduction

Let us look at an activity that we would probably use with pupils at Key Stage 3 as part of a **Science** lesson.

**Pupils should be taught to solve a problem by collecting, organising, representing, extracting and interpreting data in tables, graphs and charts.**

**Here is a scenario that could be found in your class:**

The pupils are going to investigate the nutritional value of the food they eat. The nutritional content of the chosen foods is examined and the data entered into a database under the correct field headings. Graphs and charts will be produced to determine the balance of their chosen foods or perhaps which foods provide most energy.

The class will carry out the survey in groups, using the database skills they learned in their ICT lessons. It is some time since the pupils used this software, so they may need some revision or support.

There is a standalone computer on the bench in the back corner of the classroom.

Unfortunately, during the morning, reflections from the window make it difficult to read what is on the screen.