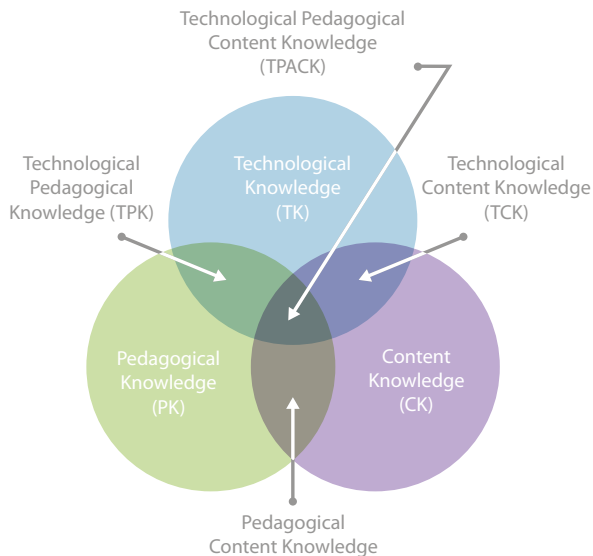


## TPACK in use



### TPACK: technical, pedagogical, and content knowledge

Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching:

- keeping cameras, microphones etc clean and dry
- checking that people are happy to be in photos
- being aware of cultural sensitivities about the use of photographs.

Use technology to enable learning about multimodal text analysis and creation.

- view digital photos on screen for discussion (use of IWB, iPads etc).

### TK: Technical knowledge

Technical language for discussing, analysing and creating film or other multimodal texts – for example, terms to describe shots, editing, camera angles, lighting and sound.

Use of audio recording devices such as mobile phones, MP3 recorders etc.

Use of digital cameras (framing, shooting and downloading files to a computer).

Use of software to compile and edit photos, video and audio – for example, iMovie for Macintosh; Movie Maker or Photostory 3 for Windows.

Use of sites such as Blogger, Blogster or Wordpress for publishing of multimedia artefacts and gaining interactive feedback from viewers.

### Terminology

audio crop image minimise/maximise MP3 record, pause screen window

## CK: Content knowledge

Terminology for discussing, analysing language elements and conventions in narrative (for example, plot, character, setting, climax, and ending).

Understanding of how to interpret key information, and evaluate the effectiveness of language choices used to influence readers, viewers and listeners in a multimodal texts.

Understanding of how to plan and develop multimodal texts which effectively communicate with readers, viewers and listeners through the use of text, images, audio, gesture, and context.

Understanding of how to scaffold student learning so that tasks are challenging but achievable for students of varying abilities and characteristics.

Understanding of how multimodal resources can be manipulated to construct meaning (for example, shot size and social distance, camera angles and power, colour, sound and setting with constructing atmosphere and mood).

## PK: Pedagogical knowledge

Working with groups

Facilitating discussion

Active listening

Demonstrating a range of verbal and non-verbal communication strategies to support student engagement (for example, use of questioning, nodding, leaning forward to listen).

Identifying strategies to support inclusive student participation and engagement in classroom activities (for example, inclusive seating patterns for groups, access to equipment at child height etc).

TPK: technological, pedagogical knowledge

Implement teaching strategies for using ICT to expand curriculum learning opportunities for students – for example, child-friendly equipment (such as USB single click cameras) available for just-in-time learning, longer time blocks for in-depth exploration, teaming/grouping of students to enhance sharing of skills and knowledge.

## TCK: Technical content knowledge

Record audio and images on mobile phones and download them.

Use the zoom feature on camera to change size of image in frame.

Import images and edit photos in editing software such as Adobe Photoshop elements.

Import and edit photos in editing programs such as iMovie for Macintosh; Movie Maker or Photostory 3 for Windows.

Import or record audio in editing programs such as iMovie for Macintosh; Movie Maker or Photostory 3 for Windows.

## PCK: Pedagogical content knowledge

Organise content into an effective learning and teaching program. Content will need to be taught in a scaffolded and sequenced manner to ensure that students can learn in a way that best caters to their needs. This may require individualised learning plans and assessment.