





Strands	Module 1	Module 2	Module 3	Module 4
Pages in course	Pgs. 11-12, 21-29	Pgs. 13-14, 30-33	Pgs. 15-16 34-38	Pgs. 17-18
<b>Creation of Workspace to match thinking Skills</b>	Central <b>concept map</b> to gather ideas including resources 	Central <b>meeting point</b> with defined project areas 	Facility for <b>adaptive assessment</b> and review 	Facility for <b>hypothesizing, critiquing</b> and <b>producing</b> a consensus 
<b>SAMR Model</b> <i>*video examples provided by SMART Exemplary Educators (SEEs)</i>	<b>Substitution video examples*</b> SMART amp acts as a direct tool substitute, with no functional change	<b>Augmentation video examples*</b> SMART amp acts as a direct tool substitute, with functional improvement	<b>Modification video examples*</b> SMART amp allows for significant task redesign	<b>Redefinition video examples*</b> SMART amp allows for the creation of new tasks, previously inconceivable
<b>Bloom's Taxonomy</b>	<b>Modeling &amp; Remembering</b>	<b>Understanding &amp; Applying</b>	<b>Analyzing</b>	<b>Evaluating &amp; Creating</b>
<b>Type of student engagement</b>	<b>Demonstration</b> and <b>modeling</b> of content to elicit responses from students	Utilise teacher prepared content to produce work in a pre-defined project area. Students then <b>present</b> and explain their work.	<b>Adaptive assessment</b> attributes students to project group. Is outlined, structured and organised. This contributes to a collaborative outcome.	The template is utilised to <b>facilitate collaborative working</b> both in and beyond the classroom for a prolonged project.
<b>Student Management</b>	<b>Teacher led</b> to whole class guided approach	<b>Students contribute</b> to allocated space on the same document	Multiple <b>group work</b> approaches (Based on polls, interest, ability)	Multiple <b>groups</b> from <b>different locations</b> and classes
<b>Assessment</b>	Student responses in template boxes	Use " <b>Ask and answer</b> " to enable real time feedback on student understanding	Use " <b>Assess</b> " to pre assess understanding. Utilize "Ask and Answer" to facilitate adaptive assessment	Use a <b>range</b> of SMART amp assessment tools to enable <b>formative summative</b> and <b>peer to peer</b> assessment
<b>Location of learning</b>	Class based Teacher – student collaboration	Class based Introduce student – student collaboration	Class based with introduction of extended learning from home (Flipped learning)	Multiple locations; Within and beyond school site; Collaboration external experts on same domain
<b>Functions of SMART amp</b>	<b>Before you start/Fundamental skill set</b>	<b>Intermediate skill set</b>	<b>Advanced skill set</b>	<b>Exemplary skill set</b>
<b>Key thinking skills covered by this module</b>	Recognizing, Listing, Describing, Identifying, Naming, Locating, Bullet pointing, Highlighting.	Categorising, Annotating, Commenting, Explaining, Summarising, Comparing, Classifying, Interpreting, Sharing, Editing, Implementing	Validating, Linking, Structuring, Finding, Outlining, Attributing, Deconstructing, Organising,	Testing, Collaborating, Moderating, Reviewing, Judging, Experimenting, Critiquing, Hypothesising, Checking, Publishing, Producing, Planning, Designing, Constructing
<b>Style of working</b>	<b>Contributing</b>	<b>Co-operating</b>	<b>Collaborating</b>	<b>Inspired Collaboration</b>
<b>Student output</b>	Opportunity students to demonstrate understanding by producing hand written/word processed document	Opportunity students to demonstrate understanding by producing a digital presentation.	Opportunity students to demonstrate understanding by producing an e-book	Opportunity students to demonstrate understanding by selecting from a range of digital and online tools