

Why use multi media and presentation software to support D&T projects?

Voice recording:

Enables and supports pupils of all levels in independent working. Pupils rely less on the teacher to repeat instructions for processes.
Voice attachments can be used in D and T to introduce difficult or new words and provide a glossary of terms
To read names of products materials and processes by clicking on an image or a single word
To create talking recipes or instructions
To support a step by step making guide
To support video clips of a key making process
To explain a safety rule
Extend vocabulary used for product evaluation
Pupils can record project diaries of their own work
Can record discussions and evaluations with users
Teacher can record key questions and prompts throughout a project.

Digital and moving images

Video clips of key modelling, prototyping and making processes
Pictures of products and materials and processes.
Visual step by step guide to a process or technique
Photos of a broad range of existing products for evaluation
Video of use of products in context
Video of manufacturing processes not accessible directly to pupils
Pupils to produce a digital record of their project This enables them to see their progress over a number of lessons and activities and motivates them towards the next step. If pupils are modelling the photo can act as a record and the pupils can take the work in progress apart and experiment more readily if they know that there is a record of each idea as it is generated. It can also aid reflection as pupils look back over key parts of the project.
Videos to support research
Video clips of work of other designers
Video clip of a technique for generating ideas

Hyper linking

Can be done within a programme or to another programme to the www

www: The teacher creates a set of web links to useful sites. This enables purposeful, targeted, safe and appropriate information gathering from the www

To another application: to an activity or information, evaluation sheet, to a CAD application or spreadsheet

Within: It enables pupils to navigate a non linear route to their learning within a topic

This enables pupils to access information targeted to their reading age interest and ability.

Information can be revealed in stages useful for research or product information.

Using presentation software to create interactive opportunities

Offers the opportunity to communicate and develop ideas within a group
A blank template for pupils to try out and discuss ideas for example adding features to a puppet to explore different characteristics ie, making it happy, sad, scary etc.

Annotating key design features of a product

Labelling steps of a process

Brainstorming ideas

Group evaluation for example reviewing a photo of a finished product

Group generation of ideas for example word association linked to inspiring and unusual images

Matching activities

Games and quizzes

Tick boxes

Useful where you are asking pupils to select one option from a list

For example in a quiz where there is one right answer, or to choose one statement from a list to describe or evaluate a product

Multiple choice

Useful where pupils are able to choose a number of items from a list for example choosing the materials or equipment needed to make their product or listing uses for a product or identifying parts of a product or choosing from a list of design criteria to develop a specification choosing important safety rules for a given activity choosing appropriate modifications for commercial production

Recording within a locked writing frame

Text boxes can be created to provide structured writing frames. Pupils are only able to add text in a predetermined area. They are not able to change the content of the overall template. Teachers can ask for response to predetermined questions. This is useful for pupils to communicate ideas, record progress and evaluate their project and products. It enables pupils to record and express their ideas and thoughts freely, but still within a given context .