

SUMMARY OF CHANGES TO THE REVISED SYLLABUS FOR 2010

For 2010, CIE has completely revised the original Cambridge International Diploma in Teaching with ICT syllabus and brought it up to date to reflect current thinking and innovation. We have taken full account of feedback from our centres, programme leaders and teams, and they will find that the revised syllabus for 2010 offers a number of benefits for everyone involved. It is very important for programme leaders and teams to become thoroughly familiar with the revised syllabus and assignment templates. With this knowledge, they can make the changes necessary to their programmes, in good time before the 2010 syllabus and assignment templates come into operation.

We will be sending sample assessment materials in early October, which will give you guidance on what we expect to see from candidates using the 2010 assignment templates. We are also updating the Planning Booklet, Guide and Resources list.

The new syllabus design conforms to CIE's up-to-date house style, and the language has been checked thoroughly for Plain English. The introduction to the syllabus presents the principles of the qualification more clearly and the assignment guidelines highlight what is expected of candidates for each module assignment. Whilst several aspects of the original modules have been retained, the new syllabus now provides opportunities for teachers to:

- 1) Undertake professional research and practical enquiry.
- 2) Take greater advantage of innovative technology and especially, Web2 resources.
- 3) Use ICT to assess teaching and learning.
- 4) Professionally engage with other colleagues and share experiences.
- 5) Demonstrate how ICT has been embedded in own their institution as a result of their work.
- 6) Provide evidence that reflects the majority of the UNESCO and ISTE ICT competency standards.

As a result of these changes, the new syllabus has moved from three to four modules:

Module 1 – Plan the use of ICT in teaching and learning

Module 2 – Manage the use of ICT in teaching and learning

Module 3 – Assess teaching and learning using ICT

Module 4 – Evaluate and embed the use of ICT in teaching and learning

Registered centres that have previously offered this qualification will find that Modules 1 and 2 retain most of the performance criteria from the previous syllabus.

Module 3 is a completely new module with a focus upon assessment. Both formative and summative assessment is considered and teachers will be expected to provide clear evidence of having used ICT to support the assessment process of their learners.

Module 4 replaces the original Module 3 but with a greater emphasis upon teachers engaging with other professionals in order to embed ICT and move their institution forward. Teachers will need to provide evidence that such dialogue has taken place and this will include evidence of observed lessons and reports to senior management.

Whilst the assignment templates have changed to reflect the new syllabus, the structure of the assignment templates remains the same with Part A providing opportunities for teachers to undertake a number of practical activities and Part B encouraging teachers to reflect upon these experiences relative to themselves, their learners and their institution. The activities undertaken in Part A of each module now encompass various performance criteria and UNSESCO/ISTE standards.

To further support the revised syllabus, a new Guide and sample assignment extracts have been produced. The latter provides worked examples of some of the steps teachers are expected to undertake in Part A of each module and some extracts of the reflective reports of certain modules. Whilst not designed to be 'exemplar material', these worked examples none the less provide a 'flavour' of the depth of knowledge, understanding and skills that is expected.

The Guide is designed to help candidates think about wider issues in the classroom and how ICT can be used effectively to support these. They are purposely meant to lead teachers away from their comfort zones and to think of creative and innovative ways of using ICT to support teaching and learning. As mentioned above, these will be circulated in early October.

These revised resources should really help to support individuals undertaking the new syllabus through a registered centre as well as providing ideas for centres/training institutions to design their own programmes of study relevant to the local context.

We hope that you are pleased with the revised syllabus. If you have any questions please email

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with the subject title 'Feedback on the Diploma for Teaching with ICT' and we will respond as soon as possible.