



# FESDA

Futuristic Edu Skill Development Academy

An Association with



Cambridge Assessment  
International Education

## Examiner Feedback on Portfolio Evidence Certificate in Teaching with Digital Technologies

Centre Number	Centre Name	Batch 1 Commencement Date	Assessment Session Date	Module
IN938	Ambitus World School	May 2020	October 2020	4167

Total No. of Submissions	No. of Passes	No. of Distinctions	Resubmission	Digital Technologies Module 1
13	7	4	2	

### Comments on the Learning Outcomes

Feedback on the learning outcomes which were evidenced well and those which require more focus based on the portfolios submitted in this series.

Most candidates evidenced well all LO's in unit 1 and 2 and LOI in unit 3. Especially positive was how LOE and LOI has been met, with lesson plans that are well-organised, including different technologies and reflecting on the "why's" of selecting particular tools and the "how to" make it effective.

However, candidates tend to be less focused in LOB and LOJ, K and L, with a unit 3 that is more descriptive; limited in the use of specific theories of eLearning; with little evidence of reflecting about the challenges of using DT's; and vague ideas about collaborating with colleagues and future specific developments.

To improve this, candidates are advised to explore the key questions in the Module Guide and use the resource "Getting started with Metacognition" available on the Cambridge website.

### Comments on the Assessment Criteria

Feedback on the Assessment Criteria which were addressed well and those which require more focus based on the portfolios submitted in this series.

The strongest AC has been AC2, with most candidates evidencing effective practice, using concepts and principles to plan lessons, explaining limitations of using DT in their context and learning from experience.

On the other hand, despite being met, AC1 lacks focus due to candidates using theories that are not specific to using DT's, and a lack of evidence of critical evaluation and limitations.

AC3 was achieved mostly at a Pass level, with unit 3 mostly descriptive rather than analytical, and sources of information not well-exploited.

AC4 had weaknesses in style when direct quoting, and the reference lists are not in alphabetical order.

Refer to the key questions in the Module Guide and Getting Started With Reflective Practice, and for further reference use Getting Started With Evaluating Impact. The Programme Leader needs to ensure the candidates have the latest version of the ePortfolios and all the updated templates for module 4167.

### Summary of areas for development

A summary based on the portfolios examined in this series. The summary will give guidance to the Programme Leader on areas of the programme which may need reviewing. All resources noted are available on the Programme Leader online community.

Candidates are recommended to use more theories of e-Learning and Digital Technologies to study the effect of DT in Teaching and Learning. A list of sources about Digital Technologies should be offered.

Observation Forms are often descriptive, not linked to concepts and principles, and brief when suggesting areas for improvement, which is not helping candidates to focus on future developments.





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When referencing, a consistent style needs to be followed. Reference lists should be presented in alphabetical order. We recommend using the Harvard system.

The syllabus should be followed to understand what the Evidence of Learning and Reflection should look like. Learning outcomes also need to be read and answered in full.

We recommend that the candidates be familiarised with the learning outcomes and assessment criteria. Candidates might find it useful to break down the learning objectives into parts as some have two or three parts. This will help them to formulate the structure of the Evidence of Learning or Evidence of Reflection.

### Summary of highlights

A summary based on the portfolios examined in this series. This summary will help the Programme Leader reflect on the areas which were evidenced well and use this to develop their programme further.

Candidates have explained the use of technologies and how to plan lessons during the pandemic situation, in virtual classrooms.

Some candidates have presented mind maps to organise their findings about the use of digital technologies that are clarifying and informative, with principles and methods used in lesson plans, and demonstrate integrating technologies in a pedagogic manner.

There is a good understanding of the concept of Constructivism and how the use of digital technologies help learners to develop twenty-first century skills. The Certificate has encouraged and supported creativity and collaboration among the candidates. Many have done their Certificate with virtual classrooms in the middle of the pandemic while demonstrating dedication in learning new skills and working effectively with colleagues.

Candidates have encouraged pupil participation and an inclusive classroom. They have also provided learners with positive and constructive feedback. Most of the candidates have adapted their teaching with the new principles and concepts and have seen the benefits in their own practice.

### Feedback for candidates who must resubmit

The Programme Leader can use this feedback in their discussion with the candidate. This will help them plan how to meet the assessment standards when they resubmit.

Broad understanding of concepts and principles with some application to own practice. Evidence of effective practice, with some evidence of using theories to plan lessons and some reflective evaluation. Analysis and discussions are mostly descriptive, with opinions given without support, or not focused on the objectives in the syllabus. Presentation with significant weaknesses, with abundant grammar mistakes, not following academic conventions.

Learning Outcomes E,F,G,H,I,K not evidenced. Candidate needs to adapt their lesson accordingly if some students didn't use the technologies in unit 2 or have internet problems in unit 3 and analyse how this could be addressed. AC1: Demonstrates a broad understanding of relevant concepts. AC2: Some evidence of application of theories to own practice. AC3: some descriptive accounts, more analysis is needed. AC4: Work is poorly structured, more coherence and consistent referencing is needed.