

SECOND TERM

WEEKLY LESSON NOTES

WEEK 10

Week Ending:	DAY:	Subject: Computing	
Duration: 60mins		Strand: Communication Networks	
Class: B9	Class Size:	Sub Strand: Computer Networks	
Content Standard: B9.3.1.1. Know the Concept of Computer Networking for Global Communications		Indicator: B9.3.1.1.2 Justify eLearning potentials	Lesson: 1 of 2
Performance Indicator: Learners can understand the concept of eLearning, explore its benefits and disadvantages, and reflect on its impact on education.		Core Competencies: CC8.2: CP6.1	
New words	eLearning, Online courses, Virtual classrooms, Digital resources, Flexibility, Accessibility		
Reference: Computing Curriculum Pg. 49			
Activities For Learning & Assessment		Resources	Progression
<p><i>Starter (5mins)</i></p> <p>Begin the lesson with a thought-provoking activity to introduce the concept of eLearning.</p> <p>Activity: "Tech in Education Quiz"</p> <p>Prepare a short quiz with questions related to technology in education, including eLearning.</p> <p>Have learners work individually or in pairs to answer the quiz questions.</p> <p>Discuss the answers as a class, leading to a brief conversation on the role of technology in education.</p> <p>Share performance indicators and introduce the lesson.</p> <p><i>Main (35mins)</i></p> <p>Define and discuss the concept of eLearning, explaining how it involves the use of electronic technologies for educational purposes.</p> <p>Introduce key terms such as online courses, digital resources, and virtual classrooms.</p>		Pictures and videos	Understanding the concept of eLearning, explore its benefits and disadvantages, and reflect on its impact on education.

<p>Discuss the evolution of eLearning and its impact on traditional education.</p> <p>Discuss the advantages of eLearning, such as flexibility, accessibility, and personalized learning.</p> <p>Highlight the opportunities for self-paced learning and access to a wide range of resources.</p> <p>Explore the challenges of eLearning, including potential technical issues, lack of face-to-face interaction, and the need for self-discipline.</p> <p>Discuss concerns related to the digital divide and accessibility for all learners.</p> <p>Divide the class into small groups and assign each group either the task of discussing the benefits or disadvantages of eLearning.</p> <p>Each group will present their arguments in a short debate format. Encourage learners to consider both sides of the discussion.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. How does eLearning benefit someone living in a remote area with limited access to traditional education opportunities? 2. Explain the difference between a passive and an engaging eLearning experience. Which factors contribute to each? 3. Imagine you're a teacher developing an eLearning course. What strategies could you use to encourage interaction and collaboration among your learners? <p>Reflection (10mins)</p> <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		
<p>Homework/Project Work/Community Engagement Suggestions</p>		
<ul style="list-style-type: none"> • Briefly discuss the potential consequences of the digital divide in the context of eLearning access. What steps could be taken to bridge this gap? • Describe a situation where traditional classroom learning might be a better fit than eLearning, and explain why. • Do you think eLearning will eventually replace traditional classroom education? Why or why not? Share your opinion and supporting reasons. 		

Cross-Curriculum Links/Cross-Cutting Issues
None
Potential Misconceptions/Student Learning Difficulties
None

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Content Standard: B9.3.1.1. Know the Concept of Computer Networking for Global Communications		Indicator: B9.3.1.1.2 Justify eLearning potentials	Lesson: 1 of 2
Performance Indicator: Learners can explore and understand the concept of collaborative projects on online platforms, including tools like iBox network, ad hoc network for resource sharing, Wikis, and Google Docs.		Core Competencies: CC8.2: CP6.1	
New words	Ad hoc network, Wikis, Google Docs, Project management, Resource sharing		
Reference: Computing Curriculum Pg. 49			
Activities For Learning & Assessment		Resources	Progression
<p><i>Starter (5mins)</i></p> <p>Begin the lesson with an interactive activity to introduce the concept of collaborative projects.</p> <p>Activity: "Team Building Challenge"</p> <p>Divide the class into small groups and provide each group with a simple task or challenge.</p> <p>Instruct the groups to work collaboratively to solve the task.</p> <p>After the activity, initiate a discussion on the benefits of working together and the challenges they faced.</p> <p>Share performance indicators and introduce the lesson.</p> <p><i>Main (35mins)</i></p> <p>Define and discuss the concept of collaborative projects on online platforms.</p> <p>Introduce key terms such as iBox network, ad hoc network, Wikis, and Google Docs.</p>		Pictures and videos	Exploring and understand the concept of collaborative projects on online platforms, including tools like iBox network, ad hoc network for resource sharing, Wikis, and Google Docs

Highlight the importance of collaborative work in today's digital age.

Explain the concept of iBox network as a collaborative platform for project management and file sharing.

Discuss how teams can use iBox network to collaborate on documents and organize project resources.

Define ad hoc networks and how they can be created for resource sharing within a specific group.

Discuss the advantages of ad hoc networks in collaborative projects.

Introduce Wikis as collaborative websites where users can create, edit, and organize content collectively.

Explore examples of how Wikis can be used for collaborative projects.

Explain the features of Google Docs for real-time collaborative document editing and sharing.

Demonstrate how teams can work simultaneously on a document through Google Docs.

Assign each group a collaborative platform (iBox network, ad hoc network, Wiki, or Google Docs).

Instruct groups to simulate a collaborative project by creating a simple document, resource page, or project plan using the assigned platform.

Encourage creativity and effective collaboration.

Assessment

1. How could using an iBox network benefit a company working on confidential and sensitive projects compared to using plain email for file sharing?
2. Imagine you're planning a group presentation with friends across different cities. How could an ad hoc network help you share presentation materials easily and prepare together?
3. Explain the difference between collaborating on a wiki and working on a Google Doc. Which platform might be more suitable for brainstorming ideas and which for writing a final report?

<p>Reflection (10mins)</p> <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		
<p>Homework/Project Work/Community Engagement Suggestions</p>		
<ul style="list-style-type: none"> ● What are some potential challenges your team might face when working on a project together through a collaborative platform like Google Docs? How could you overcome these challenges? ● Apart from the platforms mentioned, name another one you know of that's useful for collaborative project management. Briefly explain its key features and how it helps teams work together. ● Do you think collaborating online can ever fully replace the benefits of working together in person? Why or why not? Share your opinion and any advantages or disadvantages you see in each approach. 		
<p>Cross-Curriculum Links/Cross-Cutting Issues</p>		
<p>None</p>		
<p>Potential Misconceptions/Student Learning Difficulties</p>		
<p>None</p>		