Tori's PowerPoint® story

Throughout the past few months we have been experimenting with PowerPoint® as a tool for documenting children's learning. PowerPoint® allows the children to plan and construct their own interactive computer program. Previously we had been working on group documentation and Tori had been a keen helper. I wondered if she would be interested in making her own presentation, a prospect that she found very exciting.

Tori and I discussed a story topic and Tori decided that it would be about her good friend, Nina. Next we needed to construct the story. We talked about it needing a beginning, a middle and an end. Tori understood this concept well and began her story by saying, "Once there was a girl called Nina." The story went on to tell the readers all the things that Nina, and her friend Tori, liked to do together. At the end Tori decided that "Snip, snap, snover, the story is over" would be a good way to conclude.
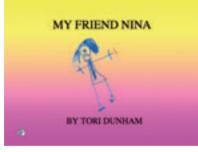
Next we needed to illustrate the story by segmenting it into pages and working out what pictures the story would need. Then Tori set to work drawing her pictures. This took quite some time but Tori was concentrating hard and working diligently.

The next day we set to work scanning the pictures onto the computer and inserting them into PowerPoint®. Tori is really great at scanning. She helped me to put the pictures into the scanner and, using the mouse, clicked on all the buttons in order to start the scan and save it into her folder. Once the pictures had been loaded onto the slides, Tori set about designing her presentation. She decided the background would have two colours, pink on the bottom, and yellow at the top.
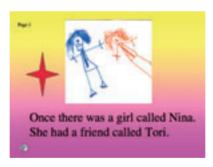
Now we needed to type all the words of the story onto the pages with the pictures. Tori did all the typing herself by copying the words I had written clearly onto paper for her to see. I had no idea that Tori was so competent at typing and recognising the letters of the alphabet. She was able to do most of this work all by herself, although I was always close by if she needed some help. Tori also learnt how to make a capital letter and how to use the space bar to create a gap between words.
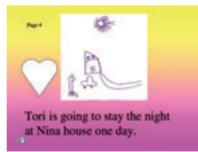
All this typing took quite some time and we spread out the load over two days. At last it was finished and we were able to do the most exciting part, recording Tori's voice onto each page. Tori was so good at talking clearly and in a loud voice so that the computer could hear her. We were able to listen to each recording and Tori decided if it was just right or if it needed another go.

Because of her past experience with PowerPoint® Tori knew that the computer could make things move with special sounds and actions. Tori was keen to animate her pictures, words and some shapes as they appeared on the page.

MY FRIEND NINA

BY TORI DUNHAM

Once there was a girl called Nina. She had a friend called Tori.

They played in Nina's bedroom with the teddy bears.

They played with her horse.

Tori is going to stay the night at Nina house one day.

Snip, snap, snover, the story is over.

Next we needed to organise the story so that everything would appear on the page in the correct sequence. For example, Tori didn't want the words to show before the picture because then the readers would not see the picture for long enough. This is where I needed to help a little bit because some of the organising was a little bit complicated.
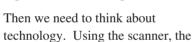
At last the story was completed and after four days of hard work on Tori's part, she was ready to reveal her work to family and friends. Everyone was so impressed with Tori's wonderful work. This is what some of the other teachers thought about the story:
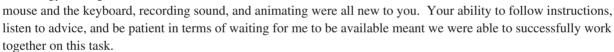
"Tori, it was really nice to hear how you enjoy spending time with your friend, Nina. Nina will be proud of all the amazing work you have accomplished." – Heidi

"I like how creative you were with using the animations, Tori – particularly the sounds." – Jenelle

What learning happened here?

Where do I begin, Tori? You learnt so much that it's hard to highlight all the skills you have gained. Firstly, you have done a lot of work on literacy. Creating a story with structure in terms of a beginning, a middle and an end and using the computer as a tool for writing the words are important literacy skills. Within a story there are many other aspects that we need to think of. Sentence structure and correct grammar are important if a story is to make sense. You also learnt why and how to use a capital letter and the space bar.

Then we need to think about technology. Using the scanner, the mouse and the keyboard, recording sound, and animating were all new to you. Your ability to follow instructions, listen to advice, and be patient in terms of waiting for me to be available meant we were able to successfully work together on this task.

I know that since working on this story you have helped Jenelle to make a PowerPoint® presentation of the alphabet using sign language. Your contribution to this was very special because your voice sings the song for others to hear.

Where to from here?

Obviously you have a passion and love for literacy, art and technology, Tori.

With your transition to school getting closer, we will continue to scaffold your learning in these areas. We will be sure to share your work with your new teacher so that she or he knows how clever you are. Because you have some great leadership skills as well, sharing this knowledge will highlight to your teacher that you may be able to help others with literacy and technology. Perhaps you can even teach your new teacher how exciting PowerPoint® can be.

I have been thinking that we could make a PowerPoint® about transition to school. Maybe this will help other children to feel confident and familiar about school when they are about to move on. When we go on school visits with you, we could take some photos and work on a new presentation together. What do you think?

Melissa

What's happening here?

Melissa, the teacher, is encouraging Tori to make a story using PowerPoint® and, when Tori shows excitement about the project, she sets up the situation to support and guide her in the venture.

What aspects of noticing, recognising, and responding to learning in ICT does this assessment exemplify?

In this centre, teachers recognise opportunities to use ICT across the curriculum. The teachers recognise that Tori needs the time and space to work in a focused way on her project. They respond by setting up the situation in a way that supports her learning.

What does this assessment tell us about learning in ICT (using a *Te Whāriki* lens)?

The teachers have a strong view about children being capable and competent learners, and they don't limit the possibilities they present to them. Learning dispositions are a strong focus in this centre, and Tori is encouraged to persist with this project, to take responsibility for what she has achieved, and to share her new learning with those around her.

The opportunity to use ICT, in particular PowerPoint® – software that is commonly available – has enabled Tori to experience the usefulness of these ICT tools and has empowered her to achieve an outcome she can share with the wider community of learners.

How does this assessment exemplify developing competence in ICT?

In this exemplar, Tori learns new ICT skills and goes on to teach others, displaying a continuing enthusiasm for computer-based presentations. Her increasing technical skills advance her drawing, literacy, presentation, and communication skills. She is involved at every stage of the development of this presentation. The ICT skills she learned include:

- scanning her pictures and saving them to a folder;
- designing the presentation and deciding on the background colours;
- typing the story into the computer (by copying the letters from the dictated story);
- recording an audio version of the story;
- animating the story.