

Subject: ICT

Year Group: 10

Week beginning	Subject Topic	Key Learning points/big questions	Independent/Home learning	Linked Assessment	Resources
22/2	1: Exploring User Interface Design Principles and Project Planning Techniques	C: Develop and review a user interface C1 Developing a user interface	<p>Learning aim B: assessment practice</p> <p>Developing a functional user interface: showing the outputs, inputs and the navigational methods</p> <ul style="list-style-type: none"> ● Students are introduced to the features of a user interface that makes it functional, including outputs, inputs and navigation methods. ● Students work in pairs to complete the following tasks in the context of the GameExchange123 project brief. <ul style="list-style-type: none"> o Students sketch a user interface suitable for a mobile device, based on the GameExchange123 project brief. It should show how the interface can be used to input data and how the data is outputted back to the user. o Students swap their sketches with other pairs of students and feed back to each other on the appropriateness of the inputs and outputs in each design. o Students discuss the appropriateness of the navigation methods in the user interface. 	<p>Coursework practice case study:</p> <p>https://egguckland.sharepoint.com/:w:/g/ict/EX5AEVgwdWpCohT7GOwM2JcBeyeTwek0l1POXRICRaWd5A?e=peqAUf</p>	<p>User Interface mini-web https://www.teach-ict.com/gcs_e_new/computer%20systems/user_interface/miniweb/pg6.htm</p> <p>ICT Knowledge Organiser</p> <p>Share-point Folder https://egguckland.sharepoint.com/:b:/g/ict/EfJuukhAZC</p>

<p>1/3</p>	<p>1: Exploring User Interface Design Principles and Project Planning Techniques</p>	<p>C: Develop and review a user interface C2 Refining the user interface</p>	<p>Showing the key aspects of a user interface: awareness of intended device, how the requirements have been met, the overall look/feel and the ease of use</p> <p>Refining the user interface: presenting the interface to potential users, gaining feedback, refining the interface, documenting changes</p> <ul style="list-style-type: none"> ● Students are introduced to other areas that their user interface should include as stated in the specification, including showing an awareness of the intended device, showing how the project requirements have been met, showing the overall look and feel and showing the ease of use. ● Using the sketches completed in the previous lesson, students work in pairs and discuss how the user interface shows awareness of the hardware and software found on mobile phones. Alternatively, students can do this for a different interface (e.g. one they have researched). ● Students discuss which requirements from the GameExchange123 project brief have been fully or partially achieved. Alternatively, students can do this for a different user interface. ● Students discuss which groups of people GameExchange123 could ask to test the user interface to test that it is easy to use. Alternatively, students can do this for a different user interface. 		<p>hHmHfBkV-e2bkBwO2fdLKg6EL-GpUZ8cweyg?e=YypsoU</p> <p>‘E-textbook Exploring User Interface Design’ https://egg.buckland.sharepoint.com/:b:/g/ict/EfJuukhAZChHmHfBkV-e2bkBwO2fdLKg6EL-GpUZ8cweyg?e=wonYTJ</p> <p>‘History of the Graphical User Interface’ video</p>
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<p>8/3</p>	<p>1: Exploring User Interface Design Principles and Project Planning Techniques</p>	<p>C: Develop and review a user interface C3 Review</p>	<p>Reviewing the user interface and what areas could be developed further Reviewing the project planning techniques and lessons learned</p> <ul style="list-style-type: none"> ● Students introduced to the iterative cycle that takes place when refining a user interface, including presenting the design to potential users, refining the interface to account for potential user feedback and then repeating these steps until the design is complete. ● Students work in pairs and discuss why it is important to gain feedback from potential users. ● Students discuss the benefits to the client and the project team of user feedback. ● Students discuss the possible drawbacks of involving the client and the impacts that too much user feedback can have on the project. o Students refer to the user interface sketches or researched examples used in the previous lesson. They write four specific questions they could ask users to gain feedback on its design. 		<p>https://egg-buckland.sharepoint.com/:g/ict/EiRImp8266pKiyQTae0n38gB1IOM2dhs0tSUqusj1etEsQ?e=TVvQMC</p>
<p>15/3</p>	<p>1: Exploring User Interface Design Principles and Project Planning Techniques</p>	<p>B: Use project planning techniques to plan and design a user interface C: Develop and review a user interface</p>	<p>Learning aim C: assessment practice Component 1: Learning aim B and C: formal assessment</p>		

			<ul style="list-style-type: none"> • Students are introduced to the different areas of a user interface that should be reviewed, including: how well the user requirements have been met, suitability for the audience, suitability for the purpose, ease of use, how effectively the design principles have been met and areas that could be developed further to meet audience needs. • Students use the user interface they created in lesson 30 'Developing a functional user interface' and practise reviewing a user interface. • Students create checklists to support their review of the user interface to determine whether outcomes have been achieved against the areas listed above. • Students use this information to make a list of areas that could be improved. • Students explain how these changes will make the user interface more effective. 		
22/3 AND 29/3	1: Exploring User Interface Design Principles and Project Planning Techniques	B: Use project planning techniques to plan and design a user interface C: Develop and review a user interface	<p>Component 1: Learning aim B and C: formal assessment</p> <ul style="list-style-type: none"> • Students are introduced to areas they would consider when reviewing their project planning tools, including how well the project planning tools met the needs of the task, how well the chosen methodology met the needs of the task, the impact of using an iterative approach, how they overcame project constraints and what lessons they have learnt. 		

			<ul style="list-style-type: none">• Students practise reviewing the project planning tools they created/used in Learning aim B (e.g. SMART objectives, task list, graphical/textual descriptions and time plans).• Students use the checklists created in previous lesson to determine if these techniques were suitable for the tasks undertaken in Learning aim B.• Students consider the areas that they did not tick and discuss the possible reasons why.• Students discuss if they would use the same project planning techniques if they had to carry out a similar project in the future.		
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