Distinction

Cambridge PDQs Candidate Result and Feedback report

Centre Name	Candidate Number	Candidate Name
Ambitus World School	0002	GRANDHE SUDARSAN GAYATHRI

Assessment Session	August 2024	Module	4167	Cambridge International Certificate in Teaching with Digital Technologies Module 1 (4167)

Unit	Learning Outcomes	Evidenced
4167 - LO A	4167 - LO A: Analyse how a range of locally available digital technologies support existing, or allow new, learning activities.	Sufficient
4167 - LO B	4167 - LO B: With reference to relevant concepts, principles and theories, explore how and why digital technologies can be used within their own practice to support teaching and promote learning.	Sufficient
4167 - LO C	4167 - LO C: Within their own school context, investigate how learning activities using digital technologies allow students to develop twenty-first-century skills.	Sufficient
4167 - LO D	4167 - LO D: Evaluate digital technologies to support teaching and promote learning	Sufficient
4167 - LO E	4167 - LO E: Plan, prepare and teach a lesson that uses one or more digital technologies to promote learning.	Sufficient
4167 - LO F	4167 - LO F: Demonstrate how the use of digital technologies can promote active learning and an inclusive learning environment, and how it can engage and motivate students to learn.	Sufficient
4167 - LO G	4167 - LO G: Assess the effect of using digital technologies on students' learning by using appropriate formative assessment methods.	Sufficient
4167 - LO H	4167 - LO H: Evaluate the lesson, including the use of the digital technologies, using feedback from their mentor and their own reflections to develop future practice.	Sufficient
4167 - LO I	4167 - LO I: Select appropriate digital technologies to design learning activities specific to developing different skills.	Sufficient
4167 - LO J	4167 - LO J: Use feedback from colleagues and students to identify strengths and areas for further development when designing learning activities using digital technologies.	Sufficient
4167 - LO K	4167 - LO K: Apply relevant concepts, principles and theories in reflecting on the benefits and challenges of using digital technologies for teaching and learning.	Sufficient
4167 - LO L	4167 - LO L: Create opportunities to collaborate with colleagues to design learning activities using digital technologies.	Sufficient

Demonstrates a broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.	Pass	Demonstrates a broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.
Evidences effective practice, with a well-focused understanding of relevant theories and principles underlying practice in teaching, and applied to own practice. Evidence of reflective evaluation of own practice, and identification of learning from experience.	Distinction	Evidences effective practice, with a well-focused understanding of relevant theories and principles underlying practice in teaching, and applied to own practice. Evidence of reflective evaluation of own practice, and identification of learning from experience.

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Analyses questions and issues arising from study, enquiry, discussion and experience, in a well-focused manner, supported by relevant and useful examples drawn from valid and reliable evidence. Evidence of a range of information sources to inform the analysis and discussion. Well-structured work.	Distinction	Analyses questions and issues arising from study, enquiry, discussion and experience, in a well-focused manner, supported by relevant and useful examples drawn from valid and reliable evidence. Evidence of a range of information sources to inform the analysis and discussion. Well-structured work.
Presents ideas, arguments and information in a well-structured and consistent manner. Professional approach to presentation of work, with opinions only given when justified and/or backed up by evidence. Academic conventions followed, with appropriate referencing to published work or other accepted sources of evidence.	Distinction	Presents ideas, arguments and information in a well-structured and consistent manner. Professional approach to the presentation of work, with opinions only given when justified and/or backed up by evidence. Academic conventions are followed, with appropriate referencing to published work or other accepted sources of evidence.

Examiner feedback to candidate:

LOs E, F, G and I were evidenced well and clearly demonstrated that the candidate had understood the use of digital skills in the classroom and how technology can support learning. LO E is strongly evidenced, with a Lesson Plan where YouTube is used as an introduction activity, Kahoot as a formative assessment, Prezi for presentation, Google Forms for feedback and flip grid as an app to interview a person for home assignment. All these technologies promote engagement and ensure effective learning. The candidate plans to introduce more advanced formative assessment technology tools in order to provide immediate and specific feedback to the students and the teacher. This portfolio provides evidence to qualify for a Distinction grade.

LOs B, D, J and K were the least well-developed of all the Learning Outcomes. Further explanations, link, and analysis of how a theory is applicable to the use of technologies in the classroom would have been welcomed.

AC1 needs a well-focused understanding of relevant concepts and principles, with evidence of analysis of strengths and weaknesses, as well as some evidence of applying relevant concepts and principles to their own practice, with critical evaluation and limitations.

All the learning outcomes were evidenced at the required Framework for Higher Education Qualifications (FHEQ) Level 4 standard, which indicates a learning programme that provided opportunities to learn from the individual/collaborative and work-based elements of the programme, as well as the face-to-face learning session.

Module 2 would be a beneficial next step for this candidate.

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We work with schools worldwide to build an education that shapes knowledge, understanding and skills

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Centre Name	Candidate Number	Candidate Name
Ambitus World School	0001	JYOTI YADAV

Assessment Session	August 2024	Module	4167	Cambridge International Certificate in Teaching with Digital Technologies Module 1 (4167)

Unit	Learning Outcomes	Evidenced
4167 - LO A	4167 - LO A: Analyse how a range of locally available digital technologies support existing, or allow new, learning activities.	Sufficient
4167 - LO B	4167 - LO B: With reference to relevant concepts, principles and theories, explore how and why digital technologies can be used within their own practice to support teaching and promote learning.	Sufficient
4167 - LO C	4167 - LO C: Within their own school context, investigate how learning activities using digital technologies allow students to develop twenty-first-century skills.	Sufficient
4167 - LO D	4167 - LO D: Evaluate digital technologies to support teaching and promote learning	Sufficient
4167 - LO E	4167 - LO E: Plan, prepare and teach a lesson that uses one or more digital technologies to promote learning.	Sufficient
4167 - LO F	4167 - LO F: Demonstrate how the use of digital technologies can promote active learning and an inclusive learning environment, and how it can engage and motivate students to learn.	Sufficient
4167 - LO G	4167 - LO G: Assess the effect of using digital technologies on students' learning by using appropriate formative assessment methods.	Sufficient
4167 - LO H	4167 - LO H: Evaluate the lesson, including the use of the digital technologies, using feedback from their mentor and their own reflections to develop future practice.	Sufficient
4167 - LO I	4167 - LO I: Select appropriate digital technologies to design learning activities specific to developing different skills.	Sufficient
4167 - LO J	4167 - LO J: Use feedback from colleagues and students to identify strengths and areas for further development when designing learning activities using digital technologies.	Sufficient
4167 - LO K	4167 - LO K: Apply relevant concepts, principles and theories in reflecting on the benefits and challenges of using digital technologies for teaching and learning.	Sufficient
4167 - LO L	4167 - LO L: Create opportunities to collaborate with colleagues to design learning activities using digital technologies.	Sufficient

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Evidences effective practice, with a well-focused understanding of relevant theories and principles underlying practice in teaching, and applied to own practice. Evidence of reflective evaluation of own practice, and identification of learning from experience.	Distinction	Evidences effective practice, with a well-focused understanding of relevant theories and principles underlying practice in teaching, and applied to own practice. Evidence of reflective evaluation of own practice, and identification of learning from experience.

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Examiner feedback to candidate:

LOs E and I were evidenced well and clearly demonstrated that the candidate understood the use of digital skills in the classroom and how technology can support learning. LO E is strongly evidenced, with a Lesson Plan abundant in technologies, promoting engagement, and ensuring effective learning. The inclusion of tools like Story Jumper, the BBC Website and Medium showed how these resources facilitate comprehension and application of lesson objectives. The candidate plans to introduce more advanced formative assessment technology tools in order to provide immediate and specific feedback to the students and the teacher. The candidate finds the feedback received from colleagues in the use of Google Earth and Yoodli a valuable source to develop their own classroom practice. This portfolio provides evidence to qualify for a Distinction grade.

LOs B, D, J and K were the least well-developed of all the Learning Outcomes. Further explanation, link, and analysis of how a theory is applicable to the use of technologies in the classroom would have been welcomed.

AC1 needs a well-focused understanding of relevant concepts and principles, with evidence of analysis of strengths and weaknesses, as well as some evidence of applying relevant concepts and principles to own practice, with critical evaluation and limitations.

All the learning outcomes were evidenced at the required Framework for Higher Education Qualifications (FHEQ) Level 4 standard, which indicates a learning programme that provided opportunities to learn from the individual/collaborative and work-based elements of the programme, as well as the face-to-face learning session.

Module 2 would be a beneficial next step for this candidate.