



Cambridge PDQs Candidate Result and Feedback report

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| Centre Name | Candidate Number | Candidate Name | | |
| Ambitus World School | 0001 | Padmapriya N | | |
| Assessment Session | June 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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| Demonstrates a well-focused understanding of relevant concepts and principles, with evidence of analysis of strengths and weaknesses. Applies relevant concepts and principles to own practice, with evidence of critical evaluation and limitations. | Distinction | Demonstrates a well-focused understanding of relevant concepts and principles, with evidence of analysis of strengths and weaknesses. Applies relevant concepts and principles to own practice, with evidence of critical evaluation and limitations. |
| 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 | 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 |



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| practice, and identification of learning from experience. | | practice, and identification of learning from experience. |
| Analyses questions and issues arising from study, enquiry and experience in a sound and largely appropriate manner. Some use of relevant examples drawn from sound evidence. Use of some different information sources to inform discussion and analysis. Structured approach to analysis and discussion. | Pass | Analyses questions and issues arising from study, enquiry and experience in a sound and largely appropriate manner. Some use of relevant examples drawn from sound evidence. Use of some different information sources to inform discussion and analysis. Structured approach to analysis and discussion. |
| 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 presentation of work, with opinions only given when justified and/or backed up by evidence. |

Examiner feedback to candidate:

LOE, F 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. LOE is strongly evidenced, with a Lesson Plan abundant in technologies, promoting engagement, and ensuring 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. Active learning methods are used and made the class lively and interesting by tools like Math for fun and Geo Gebra that improves critical thinking and problem-solving skills. Constructivism and Gibbs's reflective cycle offer a theory background and helps to understand why DT can support teaching and promote learning. Other DT tools introduced and discussed in order to promote active learning and an inclusive learning environment are Kahoot, IXL website, Quizizz, Canvas, PPT, Geo Gebra and Scratch. This portfolio provides evidence to qualify for a Distinction grade.

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

AC3 needs a range of sources of information in places, and clear evidence of candidate ability to structure and present information, with appropriate referencing style, following the academic conventions.

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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| Ambitus World School | 0002 | Pushpa Sanjeeva Kumari Dasani | | |
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