

HOW DOES THE COMPUTING CURRICULUM SIT WITHIN THE WIDER DISCOURSE AROUND COMPUTATIONAL THINKING?

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CT & COMPUTING PROJECT TEACHING

Teach UX Led Web Design to Key Stage 2

Explainer Videos – Story Boarding

Animation – CT 2 2D Ipad Apps and 3D Xtranormal

Infographics – Visualisation, Vector Editing, Ipad and Apple TV Work Flow

Web Making – Mozilla Hack Kit

Creating Instructional Videos – Sharing Learning

CT DISPOSITIONS

CONFIDENCE IN DEALING WITH COMPLEXITY

PERSISTENCE IN DEALING WITH DIFFICULT PROBLEMS

THE ABILITY TO DEAL WITH OPEN ENDED PROBLEMS

THE ABILITY TO HANDLE AMIBUITY

THE ABILITY TO SET ASIDE DIFFERENCES TO ACHIEVE A COMMON GOAL

UNDERSTANDING OF ONE STRENGTHS AND WEAKNESSES

ABILITY TO WORK TOWARDS CONSENSUS

ACCEPTANCE OF FAILURE AS PATH TO FUTURE SUCCESSFUL OUTCOME

SUSTAIN FOCUS AND PERSEVERANCE

CT PROCESSES

ITERATIVE WORK FLOW

repeat a process to achieve a desired goal, target or result.

TEST AND DEBUG

identify and remove errors from (computer hardware or software).

DEVELOPING IDEAS

Develop ideas from an initial conception to a completed project

NEGOTIATION

Collaborate to merge parts of a solution (derived through decomposition) into a whole.

CONSENSUS BUILDING

Work together to create group solidarity behind one idea or solution.

USE OF CT VOCABULARY

Use vocabulary to reflect on goals, processes, skills and concepts to communicate with others

CT CONCEPTS



RESEARCH SOURCES

Centre for Computational Thinking at Carnegie Mellon University

International Society of Technology in Education

Computer Science Teacher Association

Massachusetts Institute of Technology

Computing at School (Sponsor)

Links to associations and papers to be published online @ <http://sandboxeducation.co.uk>