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5-8

Richard Millwood

Conceptual framework for computing

a discussion of how we can be clearer about the nature of the computing subject at primary and secondary level and in particular how we can know better the continuity and progression for learners.

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Health warning

“Beware of academics who come up with great-sounding ideas for Computer Science courses but have no understanding of pedagogy or even how schools work, let alone how children think.”

Terry Freedman, 12th January 2012
<http://www.ictineducation.org/home-page/2012/1/12/developments-in-education-technology-reflections-on-the-firhtml> 12/1/2012

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Kinds of knowledge

facts	recall of terms, simple relationships
skills	standard well-established procedures
conceptual structures	complex and dynamic relationships, mental models
problem solving strategies	analysis, creativity, execution
attitudes	determination, motivation, love of subject, concern for quality & detail

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The basis for planning education

“**curriculum** stems from the Latin word for race course, referring to the course of deeds and experiences through which children grow to become mature adults.

A curriculum is prescriptive, and is based on a more general syllabus which merely specifies **what topics must be understood and to what level** to achieve a particular grade or standard.”

Wikipedia 12th January 2012
<http://en.wikipedia.org/wiki/Curriculum> 12/1/2012

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Discuss!

I believe we need to find out **what knowledge** children can attain at **which age**

I suggest we could do **mass practitioner research** to answer that question

What's wrong with this proposition?

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