

MIICE - summary of outcomes and components

Group 1 - relating to the abilities and attitudes of learners					
Outcomes	Components	1	2	3	4
1 Learner reflection [This relates to learners' ability to think about what they are doing, and their ability to put it into a number of contexts]	Taking personal responsibility for learning				
	Realistic but improving culture				
	Ability to articulate evaluations of actions taken				
	Developing informed attitudes in relation to ICT in society				
2 Skills development [This relates to learners' development of systematic skills in the using ICT tools for a purpose]	Effective and responsible use of ICT				
	Creation and presentation of their own material				
	Collection and analysis of information				
3 Managing and manipulating digital information [This relates to learners' ability to modify a range of digital data types using a problem solving approach, and the ability to use the tools to model and speculate and apply the resultant information]	Ability to modify information in a variety of forms, including text, graphical objects, moving images, sounds and web pages				
	A problem solving approach				
	Controlling, modelling and exploring within the digital environment				
4 Shared planning/Organisation [This relates to learners' ability to work in a variety of modes (individually, in small or large groups, class) making best use of the teacher and the learning resources in the class, school and beyond, and showing a problem solving approach and the ability to break down a project into constituent elements]	Working in groups				
	Working with the teacher				
	Making the most of learning resources				
	A problem solving approach				
5 Investigatory learning [This relates to learners' ability to search systematically and to make contextual use of the findings from a variety of sources, and to their ability to break down a project into manageable steps]	Searching and researching				
	Task analysis skills				
	Collection and analysis of information				
6 Shared learning [This relates to learners' ability to work as part of a team, in a flexible and constructive way]	Communicating and collaborating				
	Working in groups				
7 Motivation [This relates to the degree of learners' enthusiasm, pride in their work, enterprise and active participation in their own learning]	Enthusiasm and enterprise				
	Pride in work				
	Enterprise and active participation in their own learning				

Group 2 - relating to the management of learning					
Outcomes	Components	1	2	3	4
8 Enhancing learning outcomes [This relates to schools', teachers' and school managers' focus on setting expectations for continuing but realistic progress in the uses of ICT and on putting it into a wider context]	Progression in learning				
	Development of new teaching styles				
	Enable learners to modify information in a variety of forms, including text, graphical objects, moving images, sounds and web pages				
	Encourage development of informed attitudes in relation to ICT in society				
9 Quality of outcomes [This relates to the setting and maintaining of high standards by learners on the part of teachers and school managers]	Assessment policies				
	Relationship to development planning priorities				
	Planning of resources				
	Breadth of experience of ICT use in context				
10 Self esteem/ confidence [This relates to schools', teachers' and school managers' policies and practices in helping learners to feel a sense of community, to take pride in their work and to be willing to experiment]	Use of ICT to enhance school ethos				
	Encourage pride in work				
	Encourage enterprise and the exploration of new approaches				

Group 3 - relating to teachers' continuing professional development in ICT					
Outcomes	Components	1	2	3	4
11 Teacher use of computers as productivity tools [This relates to teachers' competence in the use of ICT to support their productivity as facilitators of learning]	Skills in the use of general purpose software for production/modification of learning and teaching materials				
	Skills in the use of computer tools for recording, reporting, registration, course planning and other aspects of the processes of management of learning				
	Skills in the use of communications tools such as electronic mail and the World Wide Web to communicate appropriate information and gather resources relevant to professional activities				
12 Teacher facilitating the learning of ICT principles and good habits [This relates to teachers' ability to develop their role as a facilitator of learning about ICT skills, insights and attitudes, and to the teachers' ability to make realistic contributions to holistic planning of children's learning experiences in ICT]	Developing confidence in the role or guide in a situation of less than perfect mastery				
	Balancing the established traditions of professional discretion and holistic planning for the benefit of learners through a whole-school approach to the progressive acquisition of knowledge, skills and attitudes				
13 Teacher use of ICT as a rich and effective means of learning [This relates to skills in the selection, customisation or configuration and best use of appropriate software tools (generic software, communications facilities like the Web, reference CD-Roms) and ready-made software appropriate to subject/theme]	Skills in selection, customisation or configuration and best use of appropriate software tools (generic software, communications facilities like the Web, reference CD-Roms) and ready-made software appropriate to subject/theme				
	Development of new teaching styles				
	Sufficient knowledge to overcome everyday operational problems				