Primary Design and Technology: a process for learning (2nd edition)

Bridget A. Egan, King Alfred's College, Winchester

Since the first edition of this very useful and readable book was issued, it has been a mainstay for both generalist and specialist primary education students in my institution. Ron Ritchie has a clear and accessible style, presenting his thinking according to a structure which makes it both an informative and useful starting point for reflection. The book is intended for primary teachers and teachers-in training. Ritchie presents design and technology in the framework of social constructivist epistemology and demonstrates its relevance to children's learning in terms of the transferable skills it develops in problem solving, in collaborative working, in independent thinking and in enterprise awareness. He highlights the development that is possible in personal and social skills and the relevance of the explicit values dimension of the subject. The use of case study material to support and illustrate the arguments presented is helpful and informative.

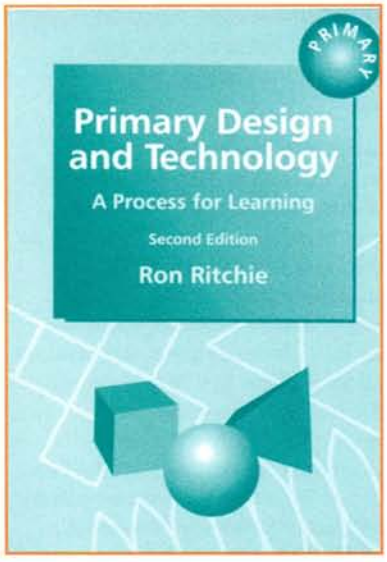
This second edition has been considerably re-worked, not only to take account of revised National Curriculum Orders, but also in reflecting upon the development of National Curriculum Design and Technology Orders and developments in practice over the past 12 years. The views presented have been re-worked in the light of research findings from a wide range of recent sources and insights from a number of fields related to education, such as recent reviews of research into human brain function and explorations of interpersonal and intra-personal intelligences.

Much of the discussion, based on actual examples of good classroom practice, is extremely useful to the new teacher of design and technology, whether a student in training or a teacher who is not yet confident in working with materials in this way. It offers the sort of evidence that is extremely enabling, since the case studies are often presented in the teachers' own words. This raises the confidence of the non-expert reader and makes him/her feel that he/she too could engage with work of this sort. The chapter on planning, tracing the process from whole-school planning through the development of specific units of work and into lesson planning, is one which I will use with my own specialist students (as indeed I have used the first edition). The chapter on professional development and the work of the subject co-ordinator, based as it is on Ritchie's own researches in this area, will support the thinking and development of established teachers who are taking on a co-ordinating role for design and technology.

'A 'good buy' for the intending primary design and technology specialist.'

There are some aspects of design and technology which Ritchie perhaps explores too little in a book that offers, what is essentially intended to be, an overview of the place, purpose and practice of design and technology education in the primary school. There are also aspects which he over-emphasises. For example, in discussing opportunities for designing, he discusses the importance of contextualised design briefs but spends little time on consideration of the exploration of end-user needs and wants. There is a chapter on the use of construction kits, which precedes consideration of other materials for making, thus seeming to give more credit to the use of kit materials than many design educators would wish, which enumerates the advantages of kits for making, but not their disadvantages. The chapter on making with 'everyday and other materials' has only very brief sections on food and textiles and the only case study evidence of children using these materials, or teachers organising classrooms for their use, is in the chapter on planning.

These are minor concerns. They do not detract from the general usefulness of this book which is a very welcome addition to the range of texts on primary design and technology. A 'good buy' for the intending primary design and technology specialist.



Primary Design and Technology: a process for learning (2nd edition)
Ron Ritchie
David Fulton Publishers: £16.00
ISBN: 1 85346 737 5
Orders: 020 7405 5606

Appropriate content	✓✓✓✓✓	Generic use	⇐
Pupil/student use	✓✓✓✓	One of a series	
Teacher resource	✓✓✓	Photocopiable	
Visuals	✓✓✓✓	Pupil/student activities	
Overall style	✓✓✓✓✓	Cross-curricular	

Design Technology Food for Year 7

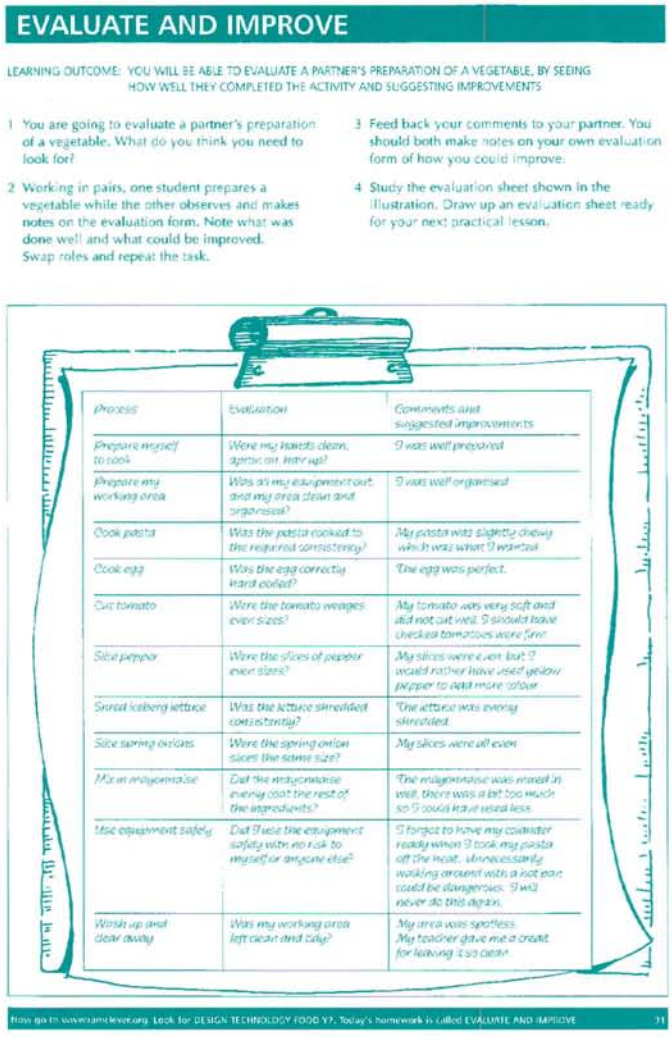
Sally Miller, Head of Food and Nutrition, The College of Richard Collyer

I have always associated Chalkface Project materials with quality and value for money and this latest publication *Design Technology Food For Year 7* is no exception. Known for a visual and practicable approach to the classroom situation, authors Dearman, Haigh and Alley have combined a thorough coverage of all the required Key Stage 3 criteria with a pragmatic combination of accessible and highly effective photocopiable sheets. The pack has been written to be used in conjunction with the QCA Design Technology Scheme of Work Unit 7A(i)

Understanding materials: Food

Each topic contains a detailed lesson plan and all the necessary handouts for its delivery. There is even room for teachers to notate suitable comments on the class in question – all of which will be positive of course! The handouts themselves are well designed both in terms of language and aesthetics and will help to support the least able pupils, whilst high ability students are stretched with a range of relevant differentiation strategies.

Lucy Watson's imaginative artwork adds another dimension to help draw the reader in and extend lagging concentration spans! Whilst some of it is factual and



EVALUATE AND IMPROVE

LEARNING OUTCOME: YOU WILL BE ABLE TO EVALUATE A PARTNER'S PREPARATION OF A VEGETABLE, BY SEEING HOW WELL THEY COMPLETED THE ACTIVITY AND SUGGESTING IMPROVEMENTS

1 You are going to evaluate a partner's preparation of a vegetable. What do you think you need to look for?

2 Working in pairs, one student prepares a vegetable while the other observes and makes notes on the evaluation form. Note what was done well and what could be improved. Swap roles and repeat the task.

3 Feed back your comments to your partner. You should both make notes on your own evaluation form of how you could improve.

4 Study the evaluation sheet shown in the illustration. Draw up an evaluation sheet ready for your next practical lesson.

Process	Evaluation	Comments and suggested improvements
Prepare myself to cook	Were my hands clean, apron on, hair up?	I was well prepared
Prepare my working area	Was all my equipment out, and my area clean and organised?	I was well organised
Cook pasta	Was the pasta cooked to the required consistency?	My pasta was slightly chewy which was what I wanted
Cook egg	Was the egg correctly hard boiled?	The egg was perfect.
Cut tomato	Were the tomato wedges even sizes?	My tomato was very soft and did not cut well. I should have checked tomatoes were firm
Slice pepper	Were the slices of pepper even sizes?	My slices were even but I would rather have used yellow pepper to add more colour
Shred iceberg lettuce	Was the lettuce shredded consistently?	The lettuce was evenly shredded.
Slice spring onions	Were the spring onion slices the same size?	My slices were all even
Mix in mayonnaise	Did the mayonnaise evenly coat the rest of the ingredients?	The mayonnaise was mixed in well, there was a bit too much so I could have used less.
Use equipment safely	Did I use the equipment safely with no risk to myself or anyone else?	I forgot to have my colander ready when I took my pasta off the heat. Unnecessarily walking around with a hot pan could be dangerous. I will never do this again.
Wash up and clear away	Was my working area left clean and tidy?	My area was spotless. My teacher gave me a credit for leaving it so clean

How go to www.iamclever.org. Look for DESIGN TECHNOLOGY FOOD Y7. Today's homework is called EVALUATE AND IMPROVE 11

educational, for example research methodologies and spreadsheet exemplars, other images are all too recognisable. A 'typical' topic covered in the pack is that of nutritional needs. There is tremendous potential here for one of the most boring lessons in one's repertoire, but not if you follow the Dearman, Haigh and Alley formula. Success relies on the pack materials, an endless supply of soup labels, a 'Balance of Good Health' poster and lots of enthusiasm! The least able students will complete their own food diaries and match different soup labels to different clients. The most able will specify nutrient and food groups in their diaries and produce information sheets on the function of the main nutrient groups. Useful links such as the government page www.mindbodysoul.gov (shown below) are given.

It is this effective combination of detailed planning, quality content and delivery through different media that makes this resource 'value-added' in terms of interest and support for pupils and teachers alike. Pupils will respond enthusiastically to the opportunity of applying newly learnt information to a range of different tasks such as producing information sheets, carrying out market research and using software to calculate nutrition information for different products. Teachers will save their valuable time normally spent on research and preparation by putting the pre-prepared lesson plans into practice. Even the need for teachers' families to consume vast quantities of soup can be avoided by some inventive photocopying!

The dedicated web page www.iamclever.org is just as accessible as the hard copy pack and gives the long

Design Technology Food for Year 7
Gill Dearman, Debra Haigh, Helen Alley
Chalkface Project: £25.00
ISBN: 1 86025 357 1
Orders: 01908 340 340
www.chalkface.com

Appropriate content	✓✓✓✓✓	Generic use	⇐
Pupil/student use	✓✓✓✓	One of a series	⇐
Teacher resource	✓✓✓✓	Photocopiable	⇐
Visuals	✓✓✓✓	Pupil/student activities	⇐
Overall style	✓✓✓✓	Cross-curricular	

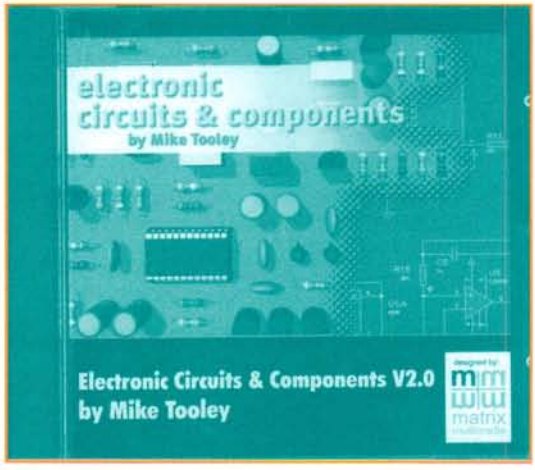
REVIEWS

awaited interactive dimension to the area of food.

Pupils can electronically post their homework for teachers to avidly consume and progress can be clearly monitored. The packs are environmentally sound (no more of that messy paper!) and much more appealing to pupils than writing. However, whilst excellent in principal and design, pack use is probably not so realistic in under funded schools and areas of deprivation. At £25 per pack, I see this resource as value-added to overstretched teachers and a 'must' for any food department. The only prerequisites necessary for its success will be a decent photocopying budget, easy access to computer facilities and the usual bucket loads of inspirational enthusiasm. We all know how realistic the first two are in secondary schools today – the last one is a given!

Electronic Circuits and Components V2.0

Chris Snell, Consultant



This is one of a series of four modules:

1. Electronic Circuits and Components, which is the subject of this review.
2. Digital Electronics
3. Analogue Electronics
4. Electronic Projects.

This second version of Mike Tooley's CD-ROM is designed to teach students with basic science and mathematics skills the fundamentals of all aspects of electronics: from what a resistor is to the design and characterization of simple active circuits. To facilitate this the CD makes use of a variety of resource types designed to help students learn more effectively. These include: interactive circuit simulations, virtual laboratories, video clips, audio commentary and animas.

The introduction facilities provide three segments, permitting various checks to be carried out:

1. Preferences: This allows users to set British or American spelling and symbol system settings, viz., Ansi for USA, and either of Din_Ansi or Din_Din for Europe.
2. Networking: Installing onto a network.
3. System Checks:
   a. JavaScript enabled
   b. Browser requirements
   c. Neuron plug-in software
   d. Java enabled
   e. Audio Visual Player installed
   f. Matrix SPICE engine installed
   g. Font check.

There are seven sections covering Fundamentals, Passive Components, Semiconductors, Passive Circuits, Active Circuits, Fault Finding and Parts Gallery. Each of these sections contain comprehensive sub-sections with an audio commentary and animated circuits, where appropriate. The interactive facility permits students to experiment with a speed (and safety, both to components and themselves!) not possible with real components. Sections on the 555 timer and op-amps, for example, deal explicitly and simply with detail essential to a clear understanding of their function and application. Worksheets with circuit diagrams, component lists and instructions provide laboratory/practical input, together with suggestions as to possible conclusions.

Complementary information, for example, a table of the range of units used in electronics, is an invaluable aid to less confident or less knowledgeable students and provides teachers with a useful source of basic programmed learning.

I had expected this to be a Crocodile Clips clone, when I saw the packaging, but it presents an approach different to that of the latter. Giving insight not afforded by a text book, it is the kind of knowledge source that one can sit a student in front of, knowing that he/she will derive maximum benefit from the time spent investigating the material.

The spoken commentary – backed up by text – should provide the kind of reinforcement that less academic students need in mastering new concepts.

Diagrams are clear and content does not suffer from a surfeit of padding. The economy of style provides punch without sacrificing content vital to comprehension.

This is a resource that will enable a busy teacher, with a large group to look after, to concentrate on individuals, leaving set sections from this CD for the others to investigate in the meantime.

At £99.00 + VAT for a single user this is not cheap, but a lot of careful work has gone into this CD-ROM which should more than repay its investment in terms of raising student performance, and £199 + VAT for a 10 user license is an outlay which matches well against other educational software of perhaps more dubious benefit.

This would prove a good resource for GCSE electronics and design and technology electronic products. Also for those taking AS/A' Level options in physics having no previous encounter with electronics. Weak first year degree students, with an electronics component in their course, would also benefit by consolidating their understanding of both basic and more advanced concepts through this material.

Electronic Circuits and Components V2.0
Mike Tooley
Matrix Multimedia Ltd: £99 + VAT (single user)
Orders: 0870 700 1831
www.matrixmultimedia.co.uk

Appropriate content	✓✓✓✓	Generic use	⇦
Pupil/student use	✓✓✓✓✓	One of a series	⇦
Teacher resource	✓✓✓✓	Photocopiable	
Visuals	✓✓✓✓	Pupil/student activities	⇦
Overall style	✓✓✓✓	Cross-curricular	⇦

REVIEWS

Crocodile Technology

Reviewed by David Foster, Head of Faculty, Tibshelf School, Derbyshire

In general terms this package is a welcome extension to the Crocodile Clips software that has been around now for some years. The facility to build circuits from components on screen is a powerful teaching tool, especially when the pupils can 'see the circuit working'. One difficulty when teaching electronics is the confidence held by pupils that all is well through the planning stage and usually OK through the construction stage. The problems really begin when power is applied to the circuit and the exciting project changes rapidly in the pupils' eyes into a seemingly worthless pile of components soldered to a board! It doesn't work! I'm sure we have all been in this situation!

The program opens with a good menu and clearly leads the user through like the chapters in a book. The illustrations are excellent showing the simplest circuits at the start of Chapter One with images of real components like lamps and switches. As we move on to the next stage we see circuits using standard symbols but the real benefit is that they can be seen to work. The switches do actually switch and the lamps actually light up. Hover the arrow over components and the screen displays what is really happening there at that point. I think it doesn't get any better from a learning point of view. There is a massive amount of information provided and the program is very much a dabbler's paradise! It really is fascinating to work with information in this form as it allows the user to construct mechanical or electronic systems on screen and to see them work.

From a pupil's point of view, it is designing with a superb safety net since components chosen of the wrong value will simply explode on screen! This has an obvious cost implication but more importantly shows that little bit of humour often lacking in this subject area. Electronics and control can be very 'dry' as the pupils have to understand a range of new terms and procedures before they can effectively begin to construct, but this style of presentation allows them to progress more rapidly and they would find it to be really excellent. Thoughtfully provided also is a range of notes which allows the user to progress their understanding using a well organised sequence of information. These tests are well compiled and very supportive.

Pupils, and equally teachers, using this resource will find it to be a very well structured program which really delivers. There is even the facility to write programs for downloading into PIC chips. Really, what more do you need? I am very impressed by Crocodile Technology and would consider this to be another really important addition to any resource base. Worth 'snapping up' a copy today! (apologies!)

Crocodile Technology
Crocodile Clips Ltd: £190.00 + VAT (up to 5 users)
Orders: 0131 226 1511
www.crocodile-clips.com
E: sales@crocodile-clips.com

Appropriate content	✓✓✓✓✓	Generic use	⇦
Pupil/student use	✓✓✓✓✓	One of a series	⇦
Teacher resource	✓✓✓✓✓	Photocopiable	⇦
Visuals	✓✓✓✓✓	Pupil/student activities	⇦
Overall style	✓✓✓✓✓	Cross-curricular	⇦

Digital 3D Design

Reviewed by Alison Hardy, Head of Department, Caistor Yarborough School

Digital 3D Design is part of a series of books under the title *Design Directories*. This book aims to give the reader all of the information needed by a 3D designer today; it focuses on the use of computers to generate 3D images. The author of this book states in the first few pages that this book is not only for beginners. Whilst I do not class myself as a complete beginner in the use of CAD, I did find this book hard to get into.

It is divided into three sections. Firstly, a very brief historical review from rendering to CAD; this is very superficial and looks at the use of perspective and light by artists such as Leonardo da Vinci and Michael Angelo. Then follows a synopsis of some 3D programs that are available today. It was at this point that I wondered at its usefulness for schools as I could only recognise one of the 22 programs mentioned (3D Studio Max), I put this down to my limited knowledge of CAD programs as all schools probably have students who are much more up-to-date in their knowledge of software than their teachers.

Persevering with the book, the second section gives a description of core concepts of 3D graphics such as transformation, modelling, curves, splines, bezier splines and nurbs. Reading through this section diligently I did learn some new terms and improve my understanding. Again, I am sceptical about who this book is aimed at, for example whilst explaining core concepts the author attempts to explain Cartesian coordinates in one paragraph! Some of the information is about quite basic concepts and is explained too briefly if the book is in fact for all 3D designers. The language is of a high level in places and is really only suitable for students in sixth form. I did find the chapters on shading, illumination and image maps enlightening; the written descriptions along with the clear diagrams were helpful.

The final section is stated to be a series of 'practical tutorials on how to achieve dramatic 3D images'. Clear pictures support the tutorials with a brief description for each stage. To be able to make full use of them the reader must understand most of the core concepts otherwise you find yourself, as I did, flicking back and forth between the core concepts and tutorials. The tutorial on 'Detail' showed how to draw a snooker cue on three different levels: low, medium and high. I can see how to work to the medium level of detail using Pro/DESKTOP but if anyone can manage the high level within Pro/DESKTOP, I would love to see it. The quality of work produced by the author in the book is outstanding and would challenge many students who are interested in CAD work, giving them standards to aim for. The tutorials also cover animation and texturing.

There are two further smaller sections to the book: Web 3D and Showcase. Web 3D explains a few systems that are available for developing 3D graphics on the web, this may be of use to students involved in A' Level graphic products but only for those working at a very advanced level. Showcase speaks for itself as a collection of impressive 3D graphics from architectural designs to product visualisation – these pictures have a real 'WOW' factor. There is a brief glossary but it is too brief and the explanations are too complicated.

This is not a book for a novice or someone who has little interest in CAD work. It is a book that can be used to inspire some students and to help teachers of CAD in their understanding of the concepts. As a tool to expand upon an existing foundation of knowledge in CAD work it may be of interest to a few. If a school were to buy it, either place it in a resources centre or the school library and encourage those who are very interested in digital 3D design to look at the core concepts section, the first few tutorials and Showcase, beyond this I am not convinced it would be of great bonus to your book shelves.

Digital 3D Design
Cassell & Co: £18.99
ISBN: 0 304 35990 4
Available from your bookshop

Appropriate content	✓✓✓	Generic use	
Pupil/student use	✓✓✓	One of a series	=
Teacher resource	✓✓✓	Photocopiable	
Visuals	✓✓✓✓✓	Pupil/student activities	
Overall style	✓✓✓✓	Cross-curricular	

REVIEWS

Exploring Design and Innovation

Richard Foulger, Coordinator Post-16 Technology, Hove Park School, Brighton

This excellent booklet is the result of a joint venture between the Design Department at Brunel University and the Design Council. It is designed as 'a resource for lecturers and students of industrial, product and engineering design as well as design management and business studies, both at undergraduate and postgraduate levels'. It discusses many of the issues that are emerging in design, both in industry and education, and offers further references and sources of information.

The booklet is designed to be used in conjunction with the web sites of the Design Council and Brunel University. These web sites (referenced in the booklet) allow access to over 1,000 recent (Millennium Products) product design case studies plus links to a wide range of research sources concerning 'design, innovation and the future'.

There are four sections which are best described using the material from the booklet:

Section 1 – The evolving design process

A discussion of current issues affecting the design process, including sections on:

- Design for sustainability is a reality
- Measuring a product's aesthetic value
- Design for human use
- Design for manufacture
- Idea generation
- To be a successful innovator?
- Team dynamics
- Financing the innovation process
- Technology push or market pull innovation?
- Quantifying the risk of innovation
- Incremental innovation or radical innovation?

Section 2 – A discussion of the factors affecting design of today and tomorrow.

Including sections on:

- Micro and nano technology
- The digital revolution, software, dematerialisation and product convergence
- Smart materials and intelligent fabrics
- Biotechnology
- The 24 hour society
- Demographic change
- Design for disability
- Globalisation and cultural diversity
- Product differentiation and customisation
- Safety and usability
- Care and the environment.

Section 3 – Learning from the past

- A discussion of the factors affecting design of the past 100 years
- A century of innovation (In chart form. Relates product date on the market to dated events, the design movement at the time and to the relevant technology and infrastructure.)
- 100 years of recording music
- Automobile safety
- Design for disability.

Section 4 – How to use the web site

An interesting page, allowing the reader to make effective use of the web site.

Each sub-section in Sections 1 to 3 begins with an outline of the topic, followed by suggestions for Further Reading; Millennium Product Case Studies and a 'Project Trigger'.

The 'Project Trigger' is presented to the student as a sort of 'Brief', to look at the topic in more depth. This can be used as an individual work assignment or as research for later individual/group discussion with tutors/lecturers.

Most of the case studies are presented with a set of key words that can be typed into the web site as a key word search to access further, relevant innovative case studies.

The booklet, produced in A4 size, consists of 26, very well illustrated, up-to-date and informative pages. Each page is packed with very readable background information, backed up with clear illustrations and details of suggestions for further research. There is little wasted space and even the front and back page illustrations complement each other by presenting a pencil that has been produced by the recycling of an item which is in everyday use.

This book is ideal for its target audience, leaving students to experience and individually research a range of important future and topical design issues. However, some of the information, particularly the web site references, could be useful to students of A' Level science/design and technology.

An interactive copy of this booklet can be found on the web site – details of which are available in the booklet!

Exploring Design and Technology
Price: Free
Orders: Contact the Design Council, 020 7420 5200

Appropriate content	✓✓✓✓✓	Generic use	⇦
Pupil/student use	✓✓✓✓✓	One of a series	
Teacher resource	✓✓✓✓	Photocopiable	
Visuals	✓✓✓✓✓	Pupil/student activities	⇦
Overall style	✓✓✓✓✓	Cross-curricular	⇦

REVIEWS

Teaching Design and Technology

John Durrell, Senior Lecturer, University of Greenwich

Teaching Design and Technology by John Eggleston is now in its third edition. It is in paperback format and is a little under A4 size. It is part of a series *Developing Science and Technology Education*.

The book is 126 pages in length and is divided into nine chapters. It deals with the development of design and technology over the last four decades. Each chapter takes a specific focus and attempts to give an impartial view of the topic under discussion. The chapters are as follows:

- The Coming of Design and Technology
- What is Design and Technology Education?
- Design and Technology in the National Curriculum
- Assessing Design and Technology
- Gender, Race and Design and Technology
- Managing and Resourcing Design and Technology
- Training the Design and Technology Teachers
- Design and Technology in Practice.

The book is very well referenced with footnotes giving clear explanations of terms used allowing the reader to further examine topics in more detail if they so wish. The target audience appears to be anyone wishing to know about how design and technology has developed as a curriculum area since its instigation in the late sixties. It tracks how much of what we now take for granted as design and technology has had to be worked for by a generation of teachers. It examines the twists and turns which were involved in moving the subject forward including the introduction of hard-core technology into the subject with initiatives such as TVEI.

Teaching Design and Technology
Professor John Eggleston (Ed)
Open University Press: £16.99
ISBN: 033520824X
Orders: 01280 823388

Appropriate content	✓✓✓✓✓	Generic use	
Pupil/student use	n/a	One of a series	=
Teacher resource	✓✓✓✓✓	Photocopiable	
Visuals	✓✓✓✓	Pupil/student activities	
Overall style	✓✓✓✓✓	Cross-curricular	

It also examines how girls have been encouraged to take up design and technology and how this has led to all girls now having the opportunity to be fully involved in the subject.

The coverage of the book is vast and includes a section on the developments that have taken place in the training of design and technology teachers. I would suggest, as a teacher trainer, that this book is a must for trainee teachers and I will certainly be recommending it as background reading for design and technology trainees in my institution.

The structure of the book is clear and logical in its layout. It is well presented with diagrams and black and white photographs. The information is up to date, with its assessment section dealing with the current developments including the newer examinations to begin later this decade.

'I will certainly be recommending it as background reading for design and technology trainees in my institution.'

The final section of the book gives a key stage by key stage account of the type and complexity of work to be found in schools, supported by examples of children's projects demonstrating good classroom practice with photographs showing areas of both 'design' and 'make'.

I would suggest that this book is well worth a read for all those involved in the area of design and technology. It deals with a range of aspects relating to the development of our subject. It is impartial, informative and gives details of reference materials and explanations of terms and acronyms, allowing the reader to divert, if they so wish, to explore related topics. It sets the whole of design and technology in its historical context yet also looks at the current leading edge of developments within our subject.

I have no hesitation in recommending this book to my fellow design and technology professionals and those wishing to join the profession. It is a well-presented, readable, reasonably low cost treasure chest of information about the many facets of our subject.

Index for Volume 6

Article listing by title

D&T WEEK

24 – 28 JUNE 2002

The purpose of Design and Technology Week

Design and Technology Week provides a focus for all aspects of design and technology education.

This is the third annual Design and Technology Week. One of the key purposes is to celebrate pupils' achievements in design and technology through exhibitions of their work. Equally the week provides an opportunity for pupils to be involved in design and technological activities. The activities can range from specific challenges for year groups, to integrated cross phase work as part of an induction process to secondary school education. The QCA Key Stage 3 scheme of work has a unit of work designed for this purpose. In primary, some schools may focus their design and technology for the whole term into this week.

The above purposes relate to individual schools and those that are linked through their intake. However, one of the main purposes of design and technology week is to bring schools in local areas or LEAs together, either to celebrate pupils' work and publicise the subject, or to participate in training or conferences.

Those wishing to promote local events can advertise them through the DATA web site.

What type of activities can you do?

- A competition for pupils.
- Industry-based design and make activities.
- Mini-enterprise activities.
- Design and technology parents' day/evening.
- Industrialists in schools initiating challenges for pupils.
- Design and technology conference for teachers.
- Exhibition of work in school or in the local community.
- Visits to local companies.
- Visits to local museums or activity centres or Design Museum/Science Museum.

Where can you get help?

- From your LEA
- From DATA, publications for primary schools:
  - DATA Primary Helpsheets for D&T will be available at £5 per pack
  - DATA Primary INSET Manuals 1 & 2 will be available at £5 per copy, £8 for both
  - DATA Lesson Plans will be available at £18 per pack
  - Nuffield Primary D&T units of work with CD-ROM £5.

  Please quote 'D&T Week' when placing your order.
- From TTS: 10% discount on all orders that state 'D&T Week' on 0800 318686, e-mail orders on sales@TTS-Group.co.uk will also have free carriage.
- From TEP: visit their website www.tep.org.uk for further details.

Contact your local Learning and Skills Council, SETPOINT to seek assistance. Telephone: 0800 146415 or visit SETNET's web site on www.setnet.org.uk

How do you organise your activities?

There are many levels at which these activities can be arranged; at one level in your classroom or department you can have a focus during the week, this can be a common challenge surrounding a design and make activity, an exhibition of work open to parents and the local community or a linked activity with local schools.

The following key steps may be worth considering when setting up your activity:

- draft your ideas for an activity
- hold a meeting with colleagues in schools, or local schools, or with LEA staff depending on your ideas
- agree proposals and then develop an action plan to set up the event
- advertise the event – use the DATA web site or DATANEWS, your LEA and your local Learning and Skills council which has responsibility for supporting engineering and technology education
- seek sponsors if required
- plan venues and activities
- ensure local press, radio, television are invited to the launch
- publicise the outcomes of the event by sending materials to DATA for publicity through the DATA web site or through DATANEWS, Designing and Modus.

Design in Schools Week 2002

A week long celebration of design in schools

Working with DATA and NAAIDT, the Design Council will develop a database and network that can match designers with your school needs and requests. The intention is to provide design and technology teachers with access to the skills, imagination and practical experience of those currently working within design.

The designers are from all design disciplines; product design, fashion and textiles design, graphic design etc. We hope that during national Design and Technology Week they will be in schools to work with pupils on client based projects or involved in discussing and explaining their work with pupils to give them an insight into how designers work and the range of projects that are undertaken. They could become involved with a project in the school during the week, working with the students and teachers. They could speak about their work and how they got into design. They could link with an individual teacher or department. You could visit the designer in their place of work. There are many possibilities but our aim is to promote the work of designers and the significance of their work in developing products and their contribution to the economic wealth of the country.

Resources will be available on the Design Council's web site, www.designcouncil.org.uk. These resources will support activities for the week and can be used by both teachers and designers.

We hope that a lasting relationship between the designer and the design and technology department will be formed and activities will take place throughout the year, not just during Design and Technology Week.

For further details, contact:
A DATA, 16 Wellesbourne House, Walton Road, Wellesbourne, Warwickshire CV35 9JB
T 01789 470007
F 01789 841955
E data@data.org.uk
W www.data.org.uk

Guidelines for contributors

The Journal of Design and Technology Education is the professional journal of the Design and Technology Association. DATA is the recognised professional association which represents all those involved in design and technology education. The journal provides a forum for the exchange of views on design and technology education and welcomes contributions to all sections. Published papers become the copyright of the Design and Technology Association, unless otherwise agreed.

About the journal

The journal has three sections:

- Research
- Curriculum development
- Reviews

The research papers published will emphasise the provision of a better understanding of design and technology and the improvement of the quality of design and technology education in schools, colleges and universities. Papers for the research section should usually be between 3,000-5,000 words though in exceptional circumstances papers of a maximum of 8,000 words will be considered. The curriculum development section has a number of sub-sections focusing on particular areas (primary, secondary, initial teacher education, special needs, etc). This section may contain reports of a less formal kind (but still analytical) on aspects of interest to those involved in design and technology. Papers for the curriculum development section should be 1,000-3,000 words long.

Refereeing policy

Both the research and curriculum development sections of the journal are refereed and the normal academic criteria will apply. Each submission is read by the section editor and at least two other members of the editorial board, which meets three times a year. Contributors should note that there is likely to be a delay of several weeks between the acknowledgement of receipt of their work and notification of the decision of the editorial board.

Each article must be accompanied by an abstract of 100-150 words, as well as six key words for indexing. The author's name, title, current post and contact details, as well as the section for which the article is intended, should be stated on a separate sheet so that the article is suitable for double-blind reviewing. Please note that the editor-in-chief may, at his discretion, place the article in a different section from that suggested by the author.

Footnotes to the text should be avoided where possible but, if essential, should be placed at the end of the paper. Full references must be supplied for all articles in the following standard forms:

GRONLUND, N. E. and LINN, R. L. (1990). *Measurement and Evaluation in Teaching* (6th edn) New York: Macmillan.

ROBERTS, T. (1991). 'Gender and the influence of evaluation on self-assessments in achievement settings', *Psychological Bulletin*, 109, 2, 297-308.

Submission of material

All contributions should be supplied as word-processed text on disk, in an Apple Mac or IBM-compatible PC format (Microsoft Word), with **2** typescript copies, double spaced, typed on one side of the paper. Pages should be numbered consecutively. Figures, tables and other illustrations should also be supplied on disk (see form overleaf). Where typescript copies only can be supplied, tables and figures should be placed on separate sheets and not included within the text. Please include photographs (with captions) where possible. Any illustrations (planning sheets, pupils' work, etc) should be on separate sheets, clearly labelled, and should be as clear as possible to assist reproduction. Please have your name and contact details on a separate sheet of paper. Typescripts and disks will not normally be returned to contributors unless sufficient postage has been sent.

The author should retain a copy of the article and supporting material since the editor takes no responsibility for material which may be lost in the post.

All contributions should be addressed to:

The Editor
Design and Technology Association
16 Wellesbourne House, Walton Road,
Wellsbourne, Warwickshire CV35 9JB
Tel: 01789 470007
Fax: 01789 841955
E-Mail: DATA@data.org.uk

Reviews

The reviews section reviews books, software (including CD-ROMs) and teaching resources which are relevant to design and technology. Material for review should be sent to the reviews editor at the above address.

Photography in The Journal of Design and Technology Education

If you are submitting an article which is supported with photographs of children, it is important that your Headteacher is aware that such an article has been submitted for publication. The students' parents must grant permission for their child to appear in *The Journal of Design and Technology Education*. This is to ensure that parents' rights are protected. A letter stating your intentions, with a request to respond by a given deadline if they are unhappy with the situation will suffice.

It is the author's responsibility to seek this permission. A signed copy of the form below must accompany every article which includes such photography.

The author must also ensure that students cannot be identified from their picture. For example, a photograph with two children at work can be referred to as 'Year 3 students', but their real names should not be stated.

Please sign and return to:

Natalia Link, Managing Editor, DATA, 16 Wellesbourne House, Walton Road, Wellesbourne, Warwickshire CV35 9JB. Tel: 01789 473910. Fax: 01789 841955.

I confirm that a) I have notified the school's Headteacher that the article has been submitted for publication and b) permission has been granted by the students' parents to reproduce images in *The Journal of Design and Technology Education*.

Date:

Signed:

Name:

School: