



iTEC

Designing the future
classroom

Learning Stories and Activities cycle 1

annex to D3.1

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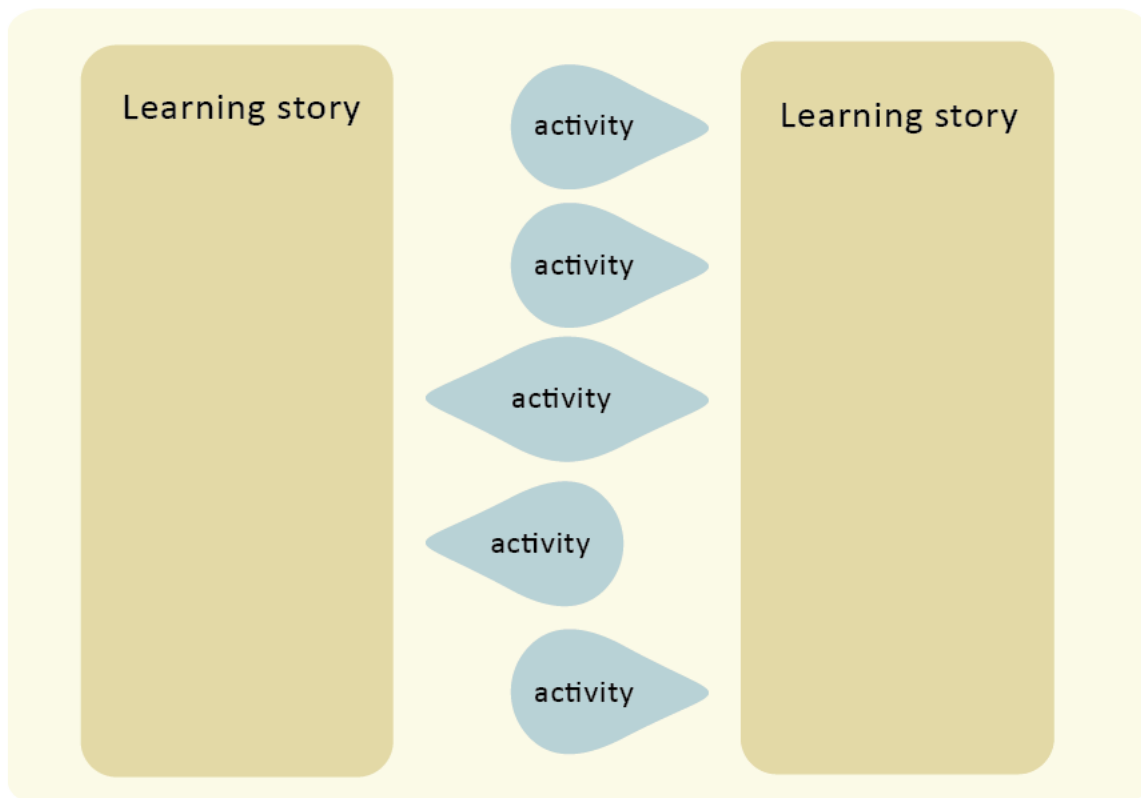


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1. INTRODUCTION

This document describes Learning Stories and Activities. The Learning Stories are based on the original scenarios from FutureLab. The Stories show how several Activities can be used in a consistent and meaningful learning experience. In this document, the Learning Stories refer to several Activities and an Activity can be a building block of several Learning Stories. Figure 1 illustrates the building block structure of this document. Figure 2 illustrates the design process that WP 3 followed during Cycle 1 to design this document. For more detailed information, see the [concept map on WP3 key concepts](#).



The Activities contain information on specific tools and other resources needed to implement Stories. They also include teacher guidelines that detail how the teacher should prepare for an activity, and how the activity can be adapted to a course or lesson.

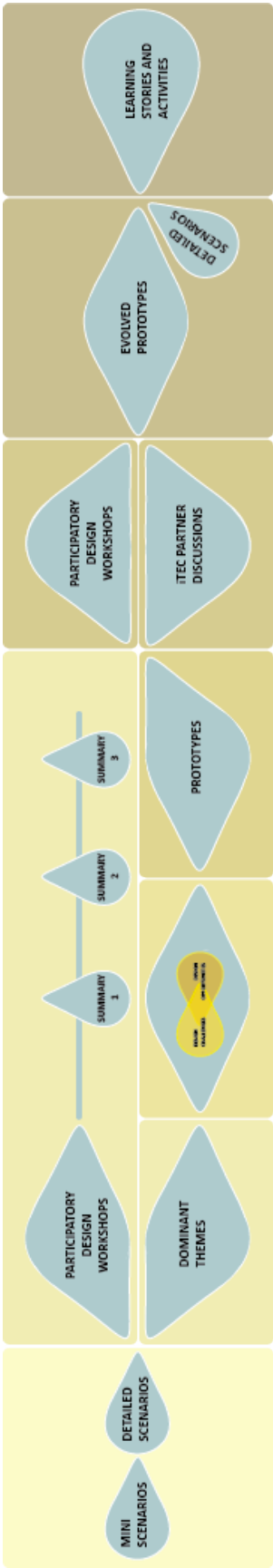


Figure 2: Design Process, WP 3, Cycle 1

The Activities are presented in two separate documents. These documents are meant for the National Pedagogical Coordinators (NPCs) and National Technical Coordinators (NTCs) as they prepare for pre-pilots. They need to select Activities they deem suitable for their national educational context and localise them. Besides translating them, the NPCs and NTCs should also modify them to fit their national context, for example:

- mention specific tools or services their schools have at their disposal
- include local laws and customs that may affect the scenarios

The localised versions of the Activities and Stories can then be presented to individual teachers who can select which of them they want to try out in their pre-pilot. When preparing for the pre-pilot, the teachers should select a suitable mix of Activities and adapt them into a lesson plan (or course plan) in a format they are comfortable with.

2. LEARNING STORIES

The original scenarios are meant as inspiration for teachers in seeing how various new learning activities may be used together. Some of these scenarios are not recommended for pre-piloting in cycle 1 due to practical difficulties, lack of technical infrastructure, or other issues. These will be detailed in D3.1, “Report on design prototypes and design challenges for education”.

The scenarios recommended for pre-piloting have been rephrased to be more useful to teachers. They are now called “Learning stories”. Figure 3 shows how these Learning stories relate to various innovative or engaging Activities. The stories are meant to be inspirational examples of how the activities will play together. Pre-piloting teachers are free to do their own variations and choose activities that they can work with in their pre-piloting teaching activities.



Figure 3: Illustration of the connections between Learning Stories and Activities

2.1 Learning story 1 «Outdoor study project»

Students form small groups, each focusing on a topic within the course theme. They may go outside of the school to observe and collect media. They may contact outside experts as part of their project. They then collaboratively analyse that data and build a presentation using a diverse range of media showing their results.

Example Story

Ms Rossi, a history teacher, decides to get the group to work collaboratively on a problem based activity related to civics and the local environment. When deciding on a specific activity for the class she liaises with the art teacher to ensure the chosen activity could also support learning in art.

She sets her class the challenge of finding out about the history and heritage of their town. She presents the topic to her class with the help of a few online videos illustrating their town's citizens and culture. Using the TeamUp tool on her interactive whiteboard, she prompts her class for topics they would like to discover. She uses her judgment in deciding and writing ten topics on the board. The students then use their personal responders to select three topics they each find most interesting. The TeamUp tool creates teams of four so that each students gets to work on a topic they find interesting.

The team work starts and each team records a 1 minute film that introduces their project, essentially recording their learning goals, planned steps and the requirements for a successful project. Carmen's team decides to find statues around the town and find out what they represent and mean.

Carmen goes outside with her team to collect real data to help their investigation. They take geo-tagged images of statues they find, and take snapshots of the plaques on the statues. They also interview a few passers-by and ask whether they know something about the statues nearby, or if they can point them to statues they have not yet found. At the end of the day the team records a one minute news flash video of what they have done.

Ms Rossi lets the students work together in groups so she can take the role of observer and coach. She notes down what skills the students need to develop and practice to help her design future learning activities. She realises the group need more training on contacting strangers in a constructive manner, guidance on finding more in-depth information, and how to set specific group goals.

Carmen comes back to class with her team the next day. They share their data and findings with each other and the other teams of the class. They start online searches to find more information about the people that the statues they have photographed are of. They collect the information on an online shared document and start building a visual timeline of people and important events. At the end of the lesson they record another 1 minute video documenting the day's activities. They explain what they did, their future steps and summarise encountered difficulties.

After their research is complete, they start working on their presentation. They use the shared document as a basis for their script, decide to include the visual timeline as well as a map of the statues' locations. They write a storyboard and record new

video segments, then they edit everything together into a 10 minute film. This film is posted on the school's learning platform for the class to view for homework, and for students in another class, who are doing similar work, to comment on. The group also decide to post it on the public area of the learning platform so they can show it to their parents or carers when they get home.

The comments that the team receives on their videos are later reflected on by the team. They also come back to the short news flash videos they made during the process to reflect on their work together with the teacher and other students. This helps them understand what they could do better next time, what skills they need to practice, and what areas of knowledge they could explore in more depth.

Lastly, the group creates a short "Future steps" video to document their overall learning outcome, a summary of the received comments and possible future steps. This video is stored along with all the other material onto the online repository, making them available for individual reflection at any times in the coming years.

Tags

group work, outdoors, media project, outside

Relevant Activities

[Introduction to a theme](#) | [Forming teams](#) | [Video documentation of work progress](#) | [Collecting data outside of school](#) | [Joint course of two teachers](#) | [Mental notes about the students](#) | [Sharing files](#) | [Creating a multimedia presentation](#) | [Peer feedback](#) | [Presenting results](#)

2.2 Learning story 4 «Alternative outdoor study project»

A portion of the school's students go out on a field trip, but the budget does not allow all students to go. The students that stay at school form a headquarters, which receives photos, reports, videos and other material from the field trip and edits it in real time into a public presentation.

Example Story

The school receives a grant to take one busload of students to visit a wildlife reserve. All biology teachers of the school are involved, across all grade levels. From all classes some students are selected to go to the field trip, while others stay at school. Those that stay form a headquarters that is constantly communicating with the students on the field trip.

The students figure out for themselves what technology they will use. The school can provide them with some smart phones and tablets, as well as a charging station.

Each class has a planning session during a biology lesson, where they see what devices they have and what they will use. Class 3A sees that they have 6 smart phones in total as well as an iPad. The teacher recommends some services the students may use to communicate: sms, Google Talk, Yammer, Skype. She also recommends some media sharing methods: mms, Flickr, Bambuser, Qik, Picasa, Posterous. The students try out the suggested tools and choose the ones that they want to use. They decide to use Skype and Google Talk to communicate between the headquarters and the field team. They will use Bambuser to stream live video, and Picasa for storing photos.

When the field trip starts, the field team send video, photos and quick messages which the HQ team use to update the class blog with edited articles. They use the media they receive, do additional research online and with the help of the biology teachers that circulate among the HQ teams, which are located in a large hall, each in their own table.

In a biology lesson after the field trip, the class goes over the material they've gathered and the reports they wrote, and give feedback to each other.

Tags

Field trip, mobile phones, communication

Relevant Activities

[Forming teams](#) | [Collecting data outside of school](#) | [Sharing files](#) | [Creating a multimedia presentation](#) | [Peer feedback](#) | [Introduction to a theme](#) | [Video documentation of work progress](#) | [Mental notes about students](#) | [Sharing files](#) | [Presenting results](#)

2.3 Learning story 2 «Recognising informal learning»

Students document and reflect on their informal learning that occurs outside of school. They place their documentation into a portfolio and share their learning with teachers and parents where appropriate.

Example Story

Students document and reflect on their informal learning that occurs outside of school. They upload this onto a portfolio and share their learning with teachers and parents where appropriate.

Ms Fierro recognises that Paulo, like several of the students in the class, does much work outside of school but is less interested in the formal curriculum. As a result the school has created a possibility for students to share their out-of-school experiences as part of their formal school curriculum. This offers students the opportunity to get formal credits for their out-of-school activities where appropriate.

Paulo collects and documents evidence about the skills and knowledge he gains when involved with his hobby, skateboarding. He collects evidence in a range of formats including scans of the designs he created for skate logos and skate clothing, photos of the different stages of him building a ramp, and a video of other skaters using his ramp at a competition. He captures this evidence using a range of different tools, including his mobile camera, a friend's video camera, uploaded computer created designs, and paper drawings which he scanned at school.

Paulo collects an ActivInspire Studio file from the school. This file will support Paulo to document and reflect on his activities. The result is a presentable Studio file. Paulo can choose to present his work at a class that he thinks is appropriate for his work. In this case, he selects "design and technology." Ms Fierro teaches design and technology and decides that she can use Paulo's evidence to support his accreditation in this subject, particularly in the areas of "use of materials and their construction."

Paulo can choose to export his Studio file into a PDF and publish that on his personal blog or Facebook wall.

Tags

Relevant Activities

[Collecting data outside of school](#) | [Creating a multimedia presentation](#) | [Presenting results](#) | [Incorporating out-of-school activities](#) | [Sharing files](#)

2.4 Learning story 3 «Collaborative Media Project»

Students are set open projects involving experts to develop research skills and subject knowledge in areas that they are interested in. The students are asked to create a multimedia presentation about their findings to convey a message to an audience. To enhance their understanding, the students are also involved in the collaborative development of assessment criteria with the teacher and experts.

Example Story

Mr Walker's class has been talking about "greenwashing" by big multinational companies. He decides to involve his class in investigating this further. He presents the task: choose an industry and interview representatives from a local company to find out how they address social responsibility or energy and resource conservation.

Mr. Walker uses TeamUp to collect topics from students and allows them to vote on topics they are interested in. Helen's father works as a dry-cleaner, so she suggests that Mr. Walker calls one topic "Cleaning industry." After other topics have been collected and everyone voted, Helen is assigned to the cleaning industry team.

Helen's team decides to produce a piece of media to highlight how the environment is considered in the everyday of the cleaning industry. Mr Walker then challenges the team to identify a purpose and a suitable audience. The team is brainstorming and by the end of the class, they record a 1 minute video explaining the purpose and audience and initial ideas for a multimedia presentation.

The next day, Mr Walker initiates a group discussion about the benefits of using different types of digital media. Helen's team decides to produce a 5 minute documentary film, including interviews of workers of the dry-cleaning place her father works at and showing their day-to-day activities. Again, they record a 1 minute video explaining what their decisions, the planned steps and what they suggest might be difficult during the production.

Helen's team and Mr walker then contact the manager of the dry-cleaning centre through Helen's father. The two 1 minute videos help the team to communicate their plans to the manager. The manager agrees to act as expert, who co-develops assessment criteria for the team's project together with the team and Mr Walker. The assessment criteria is developed to ensure that the team can be clear about what would make a good subject-based video and builds on the environmental report of the dry-cleaning service. During a face-to-face meeting, the assessment criteria is developed with help from Mr Walker, the dray-cleaning manager, and the team into what would make a powerful video that could convey a challenging narrative to the audience. Once the criteria is finalised and all students in the team can explain the component parts of what is required, the production process begins.

As the team creates storyboards and begins to record the films. After each day, the team records additional 1 minute videos explaining their activities of the day, their planned future steps and problems that were faced. These videos are stored on the school's Virtual Learning Environment (VLE) and can be viewed by way of the TeamUP tool by Mr Walker, the expert and the team members. The team can use the videos to quickly get an update on where to pick up their work the next day. Mr Walker can provide iterative comments to the team based on their progress, so they

can add further detail to the assessment criteria to create a detailed picture of what success will look like for Helen's work.

Mr Walker is aware that by co-designing the assessment rubric in this way, the team is developing a greater understanding of the subject content, as well as an understanding of film production and storytelling. Further, Mr Walker invites community experts in to add to the criteria, to support the team's project, but also to ensure that the school builds on the expertise of the community.

At the end of the development process, the team presents their video to an audience of teachers, peers, the expert and members of the local community. During the presentation the team provides a live commentary answering questions from an audience and hears, first hand, their feedback on the video, the content and the overall message. As part of their self-assessment, the students in the team then take notes against the assessment criteria, whilst Mr Walker collates the audiences' feedback for their next student-teacher tutorial.

Tags

personal study project, media creation, experts, co-developed assessment criteria

Relevant Activities

[Collecting data outside of school](#) | [Working with outside experts](#) | [Collaborative assessment](#) | [Introduction to a theme](#) | [Mental notes about students](#) | [Sharing files](#) | [Creating a multimedia presentation](#) | [Presenting results](#) | [Peer feedback](#) | [Forming teams](#) | [Video documentation of work progress](#)

2.5 Learning story 5 «Reacting to student feedback»

Building on the 1 minute videos that students create to document their work progress, teachers have access to students' recorded responses based on activities performed, plans of further activities and problems encountered. With this information the teachers can adapt their teaching style appropriately.

Example Story

Mr Kowalski uses the TeamUP video news flashes that the students create to increase the amount and quality of support he gives to his students as to provide more tailored formative responses to his students' progress.

Mr Kowalski is encouraged to investigate his students' understanding by watching and analysing the progress videos via the TeamUp tool. Mr Kowalski asks a mixture of open and closed questions throughout the lesson, and depending upon the student's responses (which are returned as short video clips that are fast to watch, yet include rich qualitative information) he changes his pedagogic approach to make sure he revisits areas that students are challenged by and quickly builds upon areas where they have good understanding.

Seeing two student's videos without problems encountered, Mr Kowalski firsts speaks to them about the reasons behind this, and after realising that they their work has progressed smoothly, he asks these two students to sit with four students who struggled with a previous activity or question to act as peer mentors, whilst he revisits some work with another group of students.

The student videos can also be made visible to other teachers to give them a better insight into students' progress and development. By using this more detailed understanding of his students, Mr Kowalski alters his mental notes of the student in the TeamUp tool to ensure more productive team formation. He also revises the activities he sets the students based on his findings.

To provide greater structure for his students' learning, Mr Kowalski uses this more detailed understanding of his students' interest and knowledge and collects appropriate resources, such as explanatory films, books, videos by other students, etc., for different students. He does that by searching the web, the TeamUp videos and asking fellow teachers. Mr Kowalski adds specific resources to the names of different students that he thinks will benefit from a particular resource. He does that on his laptop or his paper notebook and provides the students with the material via USB stick or simply hands the students resources that are not digital. The four students who were struggling with some key concepts have access to a video of an older student explaining a key issue, whilst two students who demonstrated a good understanding access a set of challenges that ask them to plan an applied project.

Mr Kowalski continues to monitor the students' work through their 1 minute video reports and by talking with students as they continue with their work. Towards the end of the lesson, Mr Kowalski asks each group to record a video about the resources that they have used. This will help Mr Kowalski to improve his resource selection. Mr Kowalski

develops a deeper insight into the progress of each student, which informs his use of the graduated lesson plan for future lessons.

Tags

Student feedback, work progress, mental notes, resources

Relevant Activities

[Video documentation of work progress](#) | [Mental notes about students](#) | [Sharing files](#)

2.6 Learning story 6 «Support network of experts»

Students are asked to devise and complete a project that involves resources from different subjects in the curriculum and requires they involve external experts. Guidelines and an assessment checklist that fulfil curriculum requirements have been agreed by teachers and students.

Example Story

Ms Galinis wants her class to learn about environmental issues in different countries. She'd also like them to work with outside experts and practice their foreign language skills. She chooses a motivating video from the web and uses it as she presents the topic to her class. She then gathers topics the students are interested in and form 3–4 person teams.

Juan ends up in a team with Maria-Elena and Pablo and their mutual topic is to investigate and analyse different recycling practices in countries across Europe. They agree to specifically compare practices in countries that speak languages they have been learning at school. They discuss their goals, and decide that their project will give recommendations on recycling improvements for their own locality and country, and the project outputs and recommendations will be reported back to the other teams, as well as the local expert they work with. They present their plan to Ms Galinis, who suggests that they create a webpage or blog so that their outputs and recommendations can be easily accessed.

Ms Galinis then works to connect the student groups with experts they need to complete their projects. She uses her teacher networks within the school and local education body (through online social networking sites and the virtual learning environment) to identify and contact specialists from near and far who offer the information and resources the students need. Each group also researches experts in their fields to find others they should speak to. With the help of Ms Galinis, Juan and his friends contact the recycling coordinator for the local region, a civil servant in the government who works on environmental issues, and a professor at a university conducting international research in the area. Ms Galinis also uses these online networks to get support from other teachers and ICT coordinators on how to use synchronous communication effectively.

Using instant messaging and videoconferencing tools in the school library, the group interviews their 'experts' over the course of a week, both in class and in their own free time in school. The experts also share documents and resources with the group through email and document-sharing services. In addition to the environmental experts, the groups communicate by IM or video with language teachers who have been found by Ms Galinis to follow up any questions they have around confusing information in the different languages. They post daily updates of their progress for the experts and teachers to see.

Once the research and interviews have been completed, the group analyses the information and creates a report on a web page of their findings, including recommendations on local and national improvements. They can choose to present their information through different multimedia formats. Their project is assessed using the original project guidelines and from feedback from their teacher, peers and the experts they share the information with.

Tags

group work, outside experts, IM, video calls

Relevant Activities

[Forming teams](#) | [Working with outside expert](#) | [Joint course of two teachers](#) | [Introduction to a theme](#) | [Video documentation of work progress](#) | [Sharing files](#) | [Creating a multimedia presentation](#) | [Presenting results](#) | [Peer feedback](#)

3. ACTIVITIES

3.1 Activity 1 «Forming teams»

Small teams of 4-5 students allow students to find subjects and viewpoints that are interesting to them and encourage communication and reciprocal teaching. Forming good teams is a challenge that can be aided with computer tools. The teacher gathers each student's interests and motivations and puts everyone into a team with a topic they find interesting. The teacher also avoids putting best friends together every time, or people known for not working well together.

Learning outcomes

- Students will learn to work with different people, not just their usual friends. Shy children won't have trouble finding a group.
- Reciprocal teaching inside the teams will help both the more advanced students and less advanced students to better understand the basics of the team's subject matter.
- Increased motivation by being able to work on a topic of personal interest will most likely increase student engagement and learning outcomes

Motivation

Teacher

- Forming groups or teams is essential for many learning activities. It is good to have a method for forming functional and heterogeneous teams quickly.
- Computerised teams allow teacher to quickly review each group's progress after a class.
- Store mental notes about the students for your own future reference.
- Mental notes are considered when forming the teams.
- Groups formed by a computer are more readily accepted than those dictated by the teacher.

Student

- Fun, visual way to see groups form.
- Supports personal learning interests, because student can suggest topics of personal interest and can vote to work with topics of personal interest.

Reasons for using technology

It is difficult to keep in mind all the variables required for teams to function well. If the teacher focuses on having students to work on subjects that they want to work, the teacher may forget some other aspects, etc. The TeamUp tool will solve this and allow the teacher to easily form groups that take into account each student's motivation. TeamUp tool will also store and display the team setups to allow quick continuation of work at next lesson.

Guidelines

Required time

- TeamUp: 10-15 minutes for collecting team topics and setting up teams
- otherwise: assigning students to interesting topics is challenging and can take some time
- TeamUp: Initial setup (beginning of semester) with new students may take 30 minutes of preparation time and 25 minutes of class time
- Actual team work usually spans multiple lessons

Preparation

- TeamUp: First time setup, when starting to work with a new class of students:
 - Open the TeamUp tool in your IWB or VLE.
 - Add student names.

Add photos if you have them. Alternatively you can have the students come up to the IWB or teacher's computer to have their picture taken – great fun!

Present the general theme of the coming lesson or project (see activity 6). Ask students to think about what they're interested in within that theme.

Ask students to suggest themes. Use your judgement to rephrase, alter or reject suggestions.

- TeamUp: Open TeamUp and show it on a projector or IWB. Click "Create new teams." Collect up to 10 suggestions.
- Google Docs / Etherpad: Have students simultaneously write their suggestions. Edit appropriately.
- otherwise: use a board or flip board to collect ideas

Have the students say what topics they are interested in.

- TeamUp: Use the response system to get votes, or have the students come up to the IWB and drag their 3 votes to the topics they're interested in, or have them say them out loud and mark their choices yourself.
- Google Docs / Etherpad: Have students add their names next to topics they are interested in.
- otherwise: Add student names next to topics.

Assign students to team topics they are interested in. Try to make the teams heterogeneous, but use your pedagogical judgment to group similar students (in some aspect) together.

- TeamUp: Move the icons of mental notes to the "Bring together" area. Click "TeamUp." The optimal teams are computed and created on screen. You can go back and change the bring together settings if you want, and you can manually drag students from one group to another.

- Google Docs / Etherpad: Try to find a good match of students and topics. You can try allowing the students to figure out a good configuration (although then friends tend to cluster together).
- otherwise: as with Google Docs

Have students start their group activities. You may think about working with the students to come up with assessment criteria (see activity 9).

If the team work spans multiple lessons, you can have each team do a status update after each lesson (see activity 7). Remind students at the beginning of each lesson on what the team topics are and who is in which team.

- TeamUp: You can each day open TeamUp and click on the Teams icon to show everyone the current teams.
- Google Docs / Etherpad: Show the document that has the team topics and members.
- otherwise: Store the team setup on a flip board page, or take a photo of it for later use.

Assessment

- You need to decide whether you grade teams or individuals.

Technology support

TeamUp tool or Google Docs or Etherpad

Technical details

Technology

required: TeamUp tool OR real-time collaborative writing tool

recommended: VLE or IWB

nice to have: 1 laptop for each group, 1:1 response system

Resources

Events: none

Places: none

People: none

Tags

Teams, group work

3.2 Activity 2 «Collecting data outside of school»

Students go outside of school to collect data. This data can be either in the form of multimedia, or scientific observations. Either the entire class may go, or only some of them.

Learning outcomes

- Learn to plan a research project (choose and plan activities that will lead them to learn about the chosen frame) and develop research skills.
- Learn how to use tools for investigation, collecting data and evidence.
- Learn different ways of collecting information.
- Directed exploration may cultivate creativity and critical thinking skills may develop.
- Learn how to make content choices and how to frame a topic.

Motivation

Teacher

- If a parent or someone else is available as a guardian, this frees the teacher to do other things while students are outdoors.

Student

- Going out of school building is a refreshing change.
- Hunting for data or objects can be exciting.
- This can be turned into a game for added motivation.

Reasons for using technology

- Students can use their personal mobile phones (or phones or devices lent by the school) to gather photos, audio and video material from their surroundings. Considering their area of focus, they may also use other sensors to gather data, such as geo-location information, temperature, air quality, weather, etc.
- Use of the netbooks and laptops supports sharing of data between students and other people.

Guidelines

Required time

- 1 lesson to prepare each team's topic, framing, and plans for the outside excursion.
- Monitoring of team progress, intervention if necessary.

Preparation

- Each team should have a motivating topic to pursue (see activity 1 "Forming teams")
- Arrange for adult supervision of student teams as necessary.
- Arrange devices

- Collect examples of information gathering

Present examples of collecting data in the field to students. Discuss the benefits and drawbacks of media with the students.

Let the students try out and practice using the information gathering devices.

Group discussion about the data that they need to gather to support their topic.

Deciding on where outside to collect data at, what data to collect and how to document the findings.

Each team can document a status report about their team's decisions (see activity 7).

Teams collect data outside and investigate. They may share their data to others as they collect it (see activity 9).

- Teams with Promethean and a netbook/laptop: Use the "Breath of fresh air" student flip-chart to record findings.
- Teams with a mobile camera phone or a netbook/laptop: Take pictures and short video clips, record sound, measure temperature, etc.
- Netbook/laptop: Take digital notes

While the students are outside, the teacher or guardian takes notes of the team work progress and on what could be improved or practiced further.

- Mobile camera phones: Take pictures, video and audio recordings, as needed.
- Netbook/laptop: Take digital notes

After data collection, the students may create a multimedia presentation of their findings (see activity 10).

Assessment

- Compare the teams' decisions and plans before collecting data with the steps that were actually performed.

Technology support

TeamUP, VLE, Promethean IWB, mobile camera phones, netbooks/laptops, pens, notebooks, paper

Technical details

Technology

Required: none

Preferred: photo, video, audio recording devices, geo-tagging

Nice to have: none

Resources

Locations: A varying set of safe natural or urban outdoor environments near or within the school premises.

Events: Possibly a community event that is relevant to the theme.

People: A parent, teacher or other guardian to accompany the students

Tags

excursion, data collection, outdoors

3.3 Activity 3 «Working with outside experts»

Students get additional or deepening knowledge from an out-of-school expert of a relevant field.

Learning outcomes

- Students practice contacting experts outside of school, present their case, ask for collaboration.
- Students learn how to argue and negotiate with teachers and experts.
- They learn to incorporate expert views into their own plans, and this way the students understand how their chosen topic relates to the activities that are happening in the wider society outside of school.
- Experts' assessments cultivate critical thinking skills and give students new directions they may have not thought yet.

Motivation

Teacher

- Build collaboration with outside experts to open and link school activities to the broader society.
- Teacher is not required to know everything, but can rely on an expert of the field to support the students' inquiries.

Student

- Linking topics of personal interests and school activities to the wider audience is motivating for students, because they see how these topics matter in a wider range than the school ground.
- Contacting a professional is exciting and challenging.

Reasons for using technology

- Initial contact and in some cases also the follow up contact with experts by video call, chat, or email is more feasible than meeting them face-to-face.

Guidelines

Required time

- 15-30 minutes of class time to talk about potential experts the team could contact.
- Few hours of preparation time to find and contact potential experts. This depends on schools preparedness for such work and may reduce to minutes once the network of familiar experts has been established.
- Monitoring of student progress, keeping in touch with the experts involved.

Preparation

- Prepare possible topics and connections to experts to support students while they select a topic of interest. It may be useful to discuss topics and potential experts in one lesson, and find relevant contacts for the next lesson.

Teacher and students identify experts, prepare a project introduction and possible questions for the experts.

Students contact the experts by telephone, voip call, visit, e-mail or letter.

- A good way to find experts is through LinkedIn.
- People working in academia often have a flexible schedule and find it motivating to pass on their expert knowledge to young students.
- The young student's parents can be consulted as experts as well.

Students, teacher and expert agree on the involvement of the expert in the exercise or teamwork activity, such as that the expert is available for interviewing, giving support in form of assessment co-development, or feedback. The expert may be involved in defining the assessment criteria (see activity 5).

Students may visit the expert at his working location to gather more information (see activity 2).

The students, the teacher and the expert collaboratively decide on how their communication can happen during the project

- 1. E-mail conversation
- 2. Skype calls
- 3. Online blog or wiki space documentation and feedback discussion by way of commenting functions.

Assessment

- The expert's view on student performance should be taken into account.

Technology support

Skype, e-mail, regular phones, letters, LinkedIn

Technical details

Technology

Required: none

Preferred: Skype, email

Nice to have: phones, mobile phones

Resources

Locations: none

Events: none

People: Experts relevant to the theme of the course.

Tags

experts, collaboration, voip, call, Skype

3.4 Activity 4 «Joint course of two teachers»

Teachers of two subject areas plan a project together that benefits both areas.

Learning outcomes

- Learn about the interconnectedness of different areas of knowledge, such as possible combination and overlapping of subject areas
- Further cross-disciplinary understanding of the curriculum

Motivation

Teacher

- Collaboration with teachers of the same school broadens a teacher's understanding of subject overarching themes.
- Guidance responsibility for the project is divided between two teachers.

Student

- Possibility to earn grades in two subject areas in a single project.

Reasons for using technology

- Use of an online collaboration space allows for flexible collaboration in classroom and at home, and allows both teachers to easily follow progress and give guidance.

Guidelines

Required time

- 1-3 hours of teacher discussion to come up with a suitable cross-disciplinary topic.
- Monitoring and guiding the project work (outside of class time, or allocating class time for that).

Preparation

- Brainstorming: Teachers discuss collaborative projects that include two subject areas.
- Teachers decide on a theme, an activity and the assessment of the projects. They may decide to assess together, or each teacher may assess and grade the work independently.

The theme, activity, and assessment criteria are presented to the class preferably by both teachers, or, if scheduling doesn't allow both teachers to attend, just by one. The teacher who is not able to attend may record a short introduction video that is shown to the students (see activity 6).

Both teachers address their own viewpoint of the project in their classes. Both teachers follow the teams' progress and give comments and guidance as necessary.

Assessment

- Both teachers assess and grade the students' work independently or may decide to assess together.

Technology support

An online collaboration space that allows the teams to share their work in progress with teachers makes monitoring of the work easier.

Technical details**Technology**

Required: none

Preferred: online media sharing, online writing, online editing

Nice to have: none

Resources

Locations: none

Events: none

People: two teachers of different subject areas working together

Tags

cross-disciplinary, teacher cooperation

3.5 Activity 5 «Collaborative assessment»

All parties involved in a learning project collaboratively develop assessment criteria for the project. This is an iterative process, which means that the assessment criteria is revised collaboratively during the project. For example, the different views can be:

- Teacher: Subject criteria
- Student: Audience and purpose
- Expert: Expert field guidelines

Learning outcomes

- Learn to negotiate with teachers and experts.
- Learn to incorporate expert views into plans, and understand how a topic relates to outside of school activities in the wider society.
- Develop in-depth understanding of subject content.
- Become clear about what would make a good subject-based project.
- Directed exploration may cultivate creativity and critical thinking skills.

Motivation

Teacher

- School builds on the expertise of the community.
- Learn more about a theme.

Student

- Transparent evaluation criteria.
- Personal interest can shape the evaluation criteria.

Reasons for using technology

Technology can support the iterative development of the assessment criteria, because progressive versions can be created and rapidly shared with the parties involved. Also, all parties might not be available to meet face-to-face when an update is needed.

Guidelines

Required time

- Initial assessment criteria 20-45 minutes.
- Ongoing throughout the project.

Preparation

- *Optional:* Arrange a meeting with an expert.
- All parties prepare their personal starting point for evaluation criteria and/or motivation.

The teacher's existing assessment criteria for a class can be used as a basis to adapt and modify collaboratively by all parties involved to address the motivations

and points of view. This can, for example, happen in a wiki environment or through a Google document that all parties involved have access to.

The initial setup of the assessment criteria is crucial and it is recommended to happen during a face-to-face meeting with all parties involved (see activity 3, working with outside experts).

Meet again over the course of the project to reassess the criteria. It is good to include all parties involved in these meetings, but teacher and student are the required participants here.

After the project concludes, for example with a presentation (see activity 12), the students make notes of audience response against the collaboratively developed assessment criteria, as part of their self-assessment. The teacher also collects audience response for the next student-teacher meeting. Other parties involved may do the same.

Feedback and reflection session between students and teacher that can be joined by the other parties as well, in which all notes and documented audience comments is related to the assessment criteria for evaluation.

Assessment

- Assessment criteria is collaboratively developed by students, teacher and other parties involved before the production starts, and during the production.
- Students are able to explain the requirements.
- The audience comments, collected by students, teachers and possibly other involved parties during the presentation, is used to gauge success on the selected assessment criteria.

Technology support

wiki, google document, Internet access, netbook, personal computer

Technical details

Technology

Required: none

Preferred: email, Skype

Nice to have: LinkedIn

Resources

Locations: Classroom, meeting room

Events: Several meetings

People: Experts, students, teachers

Tags

collaboration, assessment, experts

3.6 Activity 6 «Introduction to a theme»

At the beginning of a longer lasting project, it is a good practice to introduce the theme to the students as a broad overview.

Learning outcomes

- A basic understanding of the main aspects of a theme.
- Realising one's limited knowledge on the topic and identifying areas, which more can be found out about.
- Motivation to learn more about a theme.
- Introducing a broad theme and initiating students to brainstorm about relevant areas can be considered directed exploration, which may cultivate creativity and critical thinking skills.

Motivation

Teacher

- Getting students motivated makes the rest of the learning process smoother.

Student

- An interesting way to learn about a new theme, not just reading from a text book.

Reasons for using technology

Teachers may use various multimedia resources or other activating methods to get students interested and at the same time convey their message.

Guidelines

Required time

- 30-45 minutes preparation
- 10 minutes presentation plus 30 minutes brainstorming

Preparation

- Decide on the methods to introduce the topic.
 - A short intriguing video
 - Get an expert representative to give an introduction by way of video call or a prerecorded video (see activity 3).
 - A science experiment on the school grounds
 - A stroll through relevant Internet pages with interesting visuals or sounds
 - Locate appropriate multimedia resources and people for the presentation, if needed.
- Locate appropriate multimedia resources and people for the presentation, if needed.

Use different techniques to get the students' attention.

You can take advantage of the students' curiosity and build suspense. For example:

- Start a video at the beginning of a lesson without explaining it at all. Afterwards, ask the students why you showed the video, what they found interesting, what was new to them, etc.
- Collect online resources, print out QR codes for them, and place them around the school with tips on where to find other codes. Have students hunt them all to answer a question on the topic, and give a reward to the first student or team to come back with the answer.

Do something surprising, for example:

- Start the class as usual and let a prearranged expert call interrupt the class with an assignment, message or introduction to a theme. Negotiations between the students and the expert can start right away. While the expert is on the phone brainstorming with the class about what they find interesting and what they would like to learn more about can be initiated.
- Tell the students that their textbooks on this topic are incorrect (assuming you can find an out-of-date, incorrect or fuzzy passage). Have them figure out what might be wrong. Allow them to use their tablets and other devices. You can also give them out a handout from a news paper or similar that has questionable information.

Assessment

- There are no assessment criteria for the students, because their ability to participate depends on many factors, such as teacher's ability to present and entice anticipation and motivation in the theme that you suggested to them. However, the student's involvement in finding areas for further exploration can give the teacher a hint towards what way of introducing a topic worked for them.

Technology support

Technical details

Technology

Required: Computer with speakers

Preferred: projector and speakers for multimedia presentation, IWB, Internet access

Nice to have: Skype, student smart phones (1:1 or 1/team)

Resources

Locations: none

Events: An event relevant to the topic is good way to introduce a topic.

People: Getting someone relevant to the topic to introduce it is an engaging option.

Tags

presentation, broad theme

3.7 Activity 7 «Video documentation of work progress»

When students are working independently (either alone or in teams), they post periodic status updates so other students and the teacher can easily see what they are doing and how they are progressing. The documentation can also be used by an individual or team to quickly understand where the project was left off last and what steps have to be taken next.

Learning outcomes

- Students learn in depth about a specific topic while working on it, and surface other topics by observing what other students are working on.
- Learn to summarise and communicate your work and work in progress.

Motivation

Teacher

- These notes and the documentation of the students can also be used for reference during the teacher-student feedback session.
- The teachers can quickly and easily observe what activities the students perform well and what they need to practice more.
- The teacher can quickly and easily see how each project is progressing and comment on the process at any time.

Student

- The students can use the videos to present their learning and to transfer their knowledge to others.
- Doing news flashes is a fun challenge.

Reasons for using technology

- Creating videos with mobile camera phones or through the TeamUp tool allows for documenting the process.
- Creating a 60 second video that is split into three parts (what we did, what we will do, encountered problems) enables the teacher to be updated fast.
- Storing the documentation enables students to reflect on their work process and learning later. Individual students can add additional videos to add personal learning achievements.

Guidelines

Required time

- Teams may need up to 30 minutes to create their first video update.
- Once the students have practiced documenting their progress, each video can be created in 2-10 minutes.

Preparation

- Form teams (see activity 1).

- Set up a shared space where students can post their updates.
 - TeamUp: Divide students into teams using TeamUp and use it for gathering updates.
 - VLE: Each student or team of students can post their videos onto a shared course space for others to view.
 - Promethean: Use the “Breath of fresh air” whole class introductory flip-chart.
 - otherwise: Updates can be as printed photos or work in progress or interesting situations that are posted onto the classroom wall.

When starting a project, instruct the students to post a daily update of what they’ve been doing. Let them know that these updates are shared with other teams and you, and you will give additional support if needed based on what they say in their update.

Instruct them to make their daily update in the style of a news flash (like on TV news) and that it should be no longer than 1 minute (so that the teacher can easily check updates from all teams in just a few minutes). Ask them to answer 3 questions: (1) What we did. (2) What we’re going to do. (3) Any problems?

- TeamUp: Show the team view and tell them to use the record button on their team to record a daily update.
- Mobile camera phone: Show them how to record video with their (or the school’s) mobile camera phones.

Share the videos (see activity 9 “Sharing files”)

- TeamUP: Show the students where their videos will be saved and viewable in the application.
- Promethean: Show the students how to add their videos to the flip-chart.
- VLE: Show the students how to upload images and other data to a shared space.
- IWB: Load the videos to the teacher’s computer who shared the files on the IWB.
- otherwise: Show the video to the entire class through the computer screen or passing on the mobile phone.

Ask the students to view the news flashes of the other students or teams and to comment on them.

- The comments can be made digitally if the tool allows
- The comments can be written on a piece of paper or given orally
- Video replies can be created if the tool allows

At the end of the project, students document their overall learning outcome, summarise the comments, explain possible future steps to deepen understanding, in a 1-2 minute video.

Assessment

- Use the daily updates to gauge the team’s work and individual participation levels.

Technology support

TeamUp supports team work and quick status updates, as well as reflecting on them later.

Technical details

Technology

Required: one video recorder for each team (mobile phone, team up, laptop with integrated camera, etc.)

Preferred: online sharing of videos

Nice to have: none

Resources

Locations: none

Events: none

People: none

Tags

Teams, status, updates, video

3.8 Activity 8 «Mental notes about students»

The teacher makes mental notes about students after class. These notes are based on observations of how the students work, who they like to work with, what their specialities are, personality traits, and interests.

Learning outcomes

This is not visible to students, so there is no direct learning outcome for them.

Motivation

Teacher

- Teachers form mental notes about their students all the time, but recording them allows them to reflect on them, see student progress, and to remember them more fully.
- A substitute teacher can get invaluable help from the mental notes of the class teacher.

Student

none

Reasons for using technology

- The TeamUp tool allows the teacher to record mental notes easily, and can also utilise those notes to generate team configurations that are heterogenous and avoid problematic teams (like the class bully and his victim being in the same team). The mental notes are represented by icons that the teacher can give personal meaning to.

Guidelines

Required time

- A few minutes after class or once a week to record mental notes.

Preparation

- Decide where to store your mental notes. Consider if you want your students to see them or not.
 - TeamUp: Can store mental notes using badges that the teacher assigns meaning to (e.g. the “bumblebee” badge can mean that a student is fussy, easily distracted, hard working, likes to move about, etc.)
 - otherwise: Use any technology to store notes.

After class, review your notes and update them.

- TeamUp: Go through each student in edit mode and add or remove any badges on an intuitive basis.
- otherwise: Update your notes.

Assessment

- You may use your mental notes as a guide in assessing student performance and improvement.

Technology support

TeamUp

Technical details

Technology

Required: none

Preferred: TeamUP

Nice to have: none

Resources

Locations: none

Events: none

People: none

Tags

Mental notes, teacher notes

3.9 Activity 9 «Sharing files»

Students share files, such as documents, photos, videos, etc., within teams, across teams, with the teacher, and even with people outside of the school, such as parents, friends, etc.

Learning outcomes

- Learn how to present findings to others and how to utilise conversation to make sense of data.
- Other students learn about the projects, data, topics of other teams and receive a wider subject overview this way.

Motivation

Teacher

- The teachers can observe what activities the students perform well and what they need to practice more.

Student

- Sharing, presenting and teaching other students about project findings is rewarding.

Reasons for using technology

- Without ICT, sharing media is very difficult.
- Students can share data that was gathered with personal mobile phones (or phones or devices lent by the school), such as photos, audio and video material or even geo-location information, temperature, air quality, weather, etc.
- Use of the netbooks and laptops supports sharing of data between students and other people.
- Use of an online collaboration space allows for flexible collaboration in classroom and at home.
- Use of IWB visually supports the sharing of data with the entire class.

Guidelines

Required time

- Usually an easy-to-use sharing tool makes the learning process smoother and does not require any additional time from the teacher.
- A difficult tool may require the teacher to help the students familiarising with it.

Preparation

- Decide on a sharing platform, or provide options for the students to choose from.

Teams share their data using appropriate sharing platforms.

- VLE: If your school VLE supports media sharing, you may decide to use it. Upload images and other data to a shared space.

- IWB: Load images to the teacher's computer who shares the files on the IWB, handing out the collection to everyone at the end of a lesson.
- Flickr and Picasa: Most smart phones support sending files to Flickr and Picasa. If your students have accounts on Flickr (Yahoo) or Picasa (Google), sharing photos through them may be a good option.
- Posterous, Blogger, Wordpress: Sending media from phones and laptops by email to a blog is an easy way to publish them.
- Qik and Bambuser: Services that allow real-time video streaming from smart phones.
- Google Docs: Allows for collaborative document editing as well as uploading of files.
- DropBox: Simple free service to share 2GB of files with others. Works on Windows, Mac, Linux and most smart phones. A more advanced alternative could be SugarSync.
- AudioBoo: Easy way to share audio recordings.
- Wikispaces, PBworks, Wetpaint, Google sites: Wiki platforms where students can collaboratively create a websites.

Assessment

None

Technology support

TeamUp

Technical details**Technology**

Required: Computer, Internet or USB sticks

Preferred: Online file sharing tool, IWB, smart phones, mobile phones with bluetooth

Nice to have: none

Resources

Locations: none

Events: none

People: none

Tags

Sharing, files, upload, media, photos, video

3.10 Activity 10 «Creating a multimedia presentation»

Instead of a written report, the students create a multimedia production. This can be, for example, a video, a collage or an audio story.

Learning outcomes

- Learn how to document their activities and how to present the collected evidence to communicate the learning that was achieved.
- Understand the process from collecting to presenting evidence.
- Learn how to convince someone.
- Learn about the benefits and drawbacks of different media.
- Learn how to use different media
- Learn how to differentiate important aspects from less important ones, and how to capture these important aspects.
- Directed exploration may cultivate creativity and critical thinking skills.

Motivation

Teacher

Students can often help each other with multimedia work, as they have learned certain editing software skills on their own. The teacher often is not required to support in tool use.

Student

Sharing, presenting and teaching other Creating a multimedia presentation can be encouraging and rewarding to students, because they get to work on a product that they can share with fellow students, other teachers, friends outside of school and their parents to present what they did and learned in school. They can also use the videos to transfer their learning to others.

Reasons for using technology

Technologies such as digital video cameras and audio recording suggest the creation of videos that are rewarding to look at after the project concluded.

Guidelines

Required time

- Depends on the size of the project

Preparation

- Usually a multimedia production is quite challenging, hence, having students work in teams is a good idea (see activities 1 and 7).
- Students should have chosen a theme and have a clearly defined audience and a purpose of their production.

- Teacher should prepare a presentation of the benefits and drawbacks of different media
 - Call in a multimedia expert to speak to the students
 - Online research
 - Personal experience in previous projects
- Collect data and observe: Students may go outside of the school (see activity 2), contact outside experts (see activity 3), or document their work process with video (see activity 7)
- Analyse data collaboratively
- Students, teachers and experts can collaboratively design the content of the student project and its assessment criteria (see activity 5).

After the teams analyse the information they found they can build a presentation using a diverse range of media showing their results.

The teacher present the benefits and drawbacks of different media of representation to students to initiate a class discussion.

The students chose a purpose, an audience and a medium for their presentation.

They create a storyboard that visualises the narrative of the media presentation and decide, which of the collected files, such as photographs, video clips, voice recordings of interviews, geo tags, etc., they could use to represent their conclusions in a meaningful way to a particular audience.

The teams collect missing multimedia elements and information, such as photos, a script, record voice, audio and video, interview people, make animation, etc., and upload it to a computer (see activities 2 and 3).

Teams build and design the presentations. They edit their data and information to fit the storyboard narrative.

- Teams with geo-tagged information can create a map visualisation.
- Promethean: Fill in the “Breath of fresh air” student flip-chart.

During the process, the students think about the production process, planned steps and requirements. This can involve collaborative assessment (see activity 5) and documentation of works progress with videos (see activity 7). Teams may share their data and their work in progress with other teams and the teacher (see activity 8).

Assessment

- May be co-developed by teacher, students and other parties involved

Technology support

Promethean “Breath of fresh air” flip-chart, TeamUp

Technical details

Technology

Required: photo recording, tools for drawing, writing and combining different parts of the work

Preferred: video recording, audio recording, geo-tagging, online file sharing, video editing

Nice to have: some teams might require paper-prototyping material to perform quick and dirty tests, such as transparent boxes and sheets, collection boxes and pins, plant press, microscopes, looking glasses, post-its, threads, etc.

Resources

Locations: none

Events: none

People: none

Tags

Team work, multimedia, production, presentation

3.11 Activity 11 «Peer feedback»

Students view each others' work and give feedback, praise and criticism.

Learning outcomes

- Learn to accept criticism from others and how to productively use that criticism to review own work and identify opportunities for improvement.
- Learn to give criticism in a constructive way.
- Understand the value of audience feedback and learn about reflecting on the design process.

Motivation

Teacher

- Peer feedback is useful for the teacher in deciding what kind of additional guidance students need.
- Peer feedback can be used in assessing students' performance.

Student

- Concrete project outcome and documentation can be shared with fellow students, other teacher and parents to illustrate what was done and learned in school and to teach or transfer their knowledge to others.
- Sharing, presenting and teaching other students about project findings is rewarding.

Reasons for using technology

- An online portfolio allows for comments from the wider community.

Guidelines

Required time

- 2–20 minutes for allowing students to give feedback on what they have seen others present or work on.

Preparation

- The students should have viewed the projects of other students and are ready to comment.

Peer feedback can be used when students present their project outcomes, but it can also be used as part of a knowledge building activity, when students are discussing about a challenging topic. If students can see what other teams have been discussing, they can give valuable contributions to them.

Assessment

- Quality of peer feedback can be considered a merit to the one giving the feedback.

- Peer feedback can be used in assessing the performance of the one who received the feedback.

Technology support

Technical details

Technology

Required: none

Preferred: none

Nice to have: none

Resources

Locations: none

Events: none

People: none

Tags

feedback, peers, comments, criticism, praise

3.12 Activity 12 «Presenting results»

Students present the outcomes of their work. This can be an in-class activity, a school-wide show-and-tell event, or a public venue.

Learning outcomes

- Learn about presenting your final work in a concise and appealing manner.
- Learn to discuss their process, findings, and results.
- Learn to speak or perform in public.
- Learn to accept criticism from others and how to productively use that criticism to critically review own work and identify opportunities for improvement.

Motivation

Teacher

- Presentation of student work can be used as an open feedback and reflection session between students and teacher.

Student

- Concrete project outcome and the documentation can be shared with fellow students, other teacher and parents to illustrate what was done and learned in school and to teach or transfer their knowledge to others.
- Sharing, presenting and teaching other students about project findings is rewarding.

Reasons for using technology

- ICT allows the students to create an engaging multimedia presentation.
- Promethean: Use the “Breath of fresh air” whole class activity evaluation flip-chart

Guidelines

Required time

- 1-2 lessons

Preparation

- Students may do a multimedia presentation as their final work (see activity 10).
- Teacher should prepare to guide students in planning and rehearsing their presentations.

Discuss different ways to convince an audience, and different speech and performance techniques.

You can use a video camera to record a rehearsal and use it for immediate feedback and reflection.

Presentation of project outcomes and viewing of the documentation. View presentations of other teams and comment on them. Recognise comments on project outcome and documentation.

The comments received during the presentation can be summarised in a 1 minute video that documents the overall learning outcome, explain possible future steps to deepen understanding.

- TeamUp: Teams record their final status video for the project.

Assessment

- Quality of peer feedback can be considered a merit to the one giving the feedback.
- Peer feedback can be used in assessing the performance of the one who received the feedback.

Technology support

TeamUp may be used in collecting and documenting the process, which helps in making the final presentation.

Technical details

Technology

Required: none

Preferred: projector OR IWB

Nice to have: video recording, TeamUp

Resources

Locations: none

Events: Possibly a show-and-tell event at school, or another appropriate venue (science fair, etc.)

People: none

Tags

Presentation, conclusion, end of project, comments

3.13 Activity 13 «Incorporate out-of-school activities»

The students collect evidence about the learning achievements of their out-of-school activities. They present their evidence and documentation to a teacher to receive credits for their out-of-school activities.

Learning outcomes

- Learn how to view a hobby under the aspects of formal school assessment.
- Learn how to relate out-of-school activities and the learning of a hobby to school subjects and school work.
- Recognise the interconnectedness of different areas of knowledge.

Motivation

Teacher

- A relatively quick way of assessing and gaining knowledge of students' skills and interests as well as giving accreditation.
- Student: Integration of personal activities into school activities. Getting credit from multiple subject areas. A concrete outcome, the presentations can be used to share their hobbies with their friends and relatives as well.

Student

The students' personal interest are considered in school activities

Reasons for using technology

Using, for example, the ActiveInspire Studio file supports the documentation and collection of evidence. The documentation can be stored and used later for reflection and sharing with others.

Guidelines

Required time

- 1 lesson to introduce the idea and possible technologies that the students can use
- 1-3 weeks of independent work by a single student
- A few hours of support by teacher
- Meeting time for presentation and accreditation
- *Optional: Preparing a show and tell event*

Preparation

- Confirm that you have permission to accredit students for out-of-school activities.
- Consider the role of the students that covered a particular subject in their informal assessment that will also be covered during a school class later on.

Will they be given free time, will they work as peer tutors, do they participate like others (maybe on a higher level)?

- Decide if this is a class activity or an activity for willing students only.
- Decide if there will be a show-and-tell event, before which all work should be completed. If so, decide on the place, and consider any special requirements in terms of what can be presented.

The teacher introduces the idea to the students (see activity 6).

Students document their evidence at home.

- Promethean: Fill in the ActivInspire Studio file that the students collected from the teacher
- Use personal mobile camera phones to take pictures or record videos.
- Lend equipment from the school.
- Scan drawings and other evidence.

Optional: Teacher supports the students in finalising their presentations during class time.

Students contact teachers that they want to present their work to. Students meet the teacher and present their work.

Optional: Invite teachers to a show and tell event where students present their work.

Teacher accredits their work in context of their subject area.

Assessment

- Depends on the content and the subject area that the student chose to be accredited for

Technology support

ActivInspire Studio file

Technical details

Technology

required: image capture

preferred: video capture, audio capture, scanner, pens, paper, computer, camera mobile phone, Promethean Studio

Resources

People: none

Events: optional show and tell event

Locations: optionally open space inside of the school for the show and tell event.

Tags

out-of-school, media, production, individual work, hobby, personal interest, low tech, presentation