




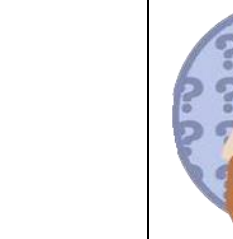
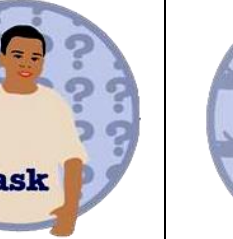


Scenario Title: “Liberating learners (independent learners)” Countries: Lithuania, Portugal, UK

| Duration (no. of one hour lessons) | 2-3 lessons | 5 lessons | 2 lessons and parent meeting | Multiple lessons | 2 lessons | Multiple | 2 lessons and an exhibition |
|---|--|--|---|--|---|---|--|
| Learning Activities |  |  |  |  Develop or practise |  |  Further development |  |
| Goal (learning objectives, match to curriculum) | <ul style="list-style-type: none"> to set objectives for the project, e.g. “To become more successful independent learners and thinkers” to secure ‘buy in’ (engagement) from students, e.g. why developing learning skills and habits is useful, being responsible for your own learning to ask students to reflect on how they learn, e.g. how I currently learn. | <ul style="list-style-type: none"> to establish a baseline for each student: Where are their strengths as a learner? How can they improve? to begin to explore different ways of learning, new tools and vocabulary | <ul style="list-style-type: none"> to look at the results of the baseline assessment and decide on what this tells us as individuals and as a class: <ol style="list-style-type: none"> How do I use this information? What can I do to develop further in areas of weakness? How can I really benefit myself and others from my strengths? What tools, resources and support do I have available to help me progress in these areas? | <ul style="list-style-type: none"> to allow students to develop areas they need to improve on in order to raise their main learning profile. to have the opportunity to practise these competencies and to articulate how well they have developed them to create a resource that combines a specific subject (e.g. maths, science, language) with a reflection about the way students learn. The goal is to produce knowledge, but also to encourage students to think about learning and how can they develop the skills they need to improve. This resource they’ll create should show all the dimensions: it must be related to a specific topic, and show what and how students learned. | <ul style="list-style-type: none"> to present the ‘learning journey’ (development) of individuals (although this could potentially be done in a group) to provide and act on feedback on this development and work out if improvements are needed to retake the epace (or equivalent) test to see if progression is evident. Results from the start of the unit will be compared with results now. | <ul style="list-style-type: none"> to further improve the learning competencies based on the feedback provided in the ask section. | <ul style="list-style-type: none"> to present what students have achieved, earning badges possibly to re-take assessment a third time to see if further development / progress has occurred. to present a review of students’ ‘learning journey’ to present the product (if a product has been created) and invite experts to review |
| Description of each learning activity | <ul style="list-style-type: none"> Former students and employers share their experiences and views on the importance of these skills. | <ul style="list-style-type: none"> Use epace or google form to capture the student’s strengths in each competency (to be clearly defined). | <ul style="list-style-type: none"> Students reflect on their results with the guidance of teachers and discussion with their peers. | <p>Example 1 To work as a group on an overall project which encompasses each competency. The students will be assigned to areas of weakness within their groups. Each group explains at the end about how members of their group have improved in areas. It becomes the group raising their whole game including the weaknesses of their members.</p> | <ul style="list-style-type: none"> Students re-sit the epace test to see if they have progressed in their learning competencies based on the work they have done. | <ul style="list-style-type: none"> as in Make (Develop or practice) | <ul style="list-style-type: none"> share learning journey with peers, teachers and parents (possibly through an exhibition) share the results of epace, progress |



| | | | | | | | |
|--|---|---|---|---|---|--|--|
| | <p>Students consider why these skills will help them and share with others their idea of how they learn, what they like to learn and why it's important to develop some skills.</p> <p>Students can interview their parents at home about why specific learning skills are important.</p> | <p>Students will be introduced to some simple learning tools, some common vocabulary and an ideas about how people learn</p> <p>The skills are developed within a specific topic that features authentic / real life learning and activities outside the classroom. Students explore different approaches to learning about it, by exploring different tools and ways of working (e.g. data related to the topic, watching a presentation about it, listening a song, etc.) By putting students in contact with different learning tools, each is challenged to create their own learning path.</p> | <p>They compare their results with others to help establish that everyone has different strengths and weaknesses and that this is OK.</p> <p>They plan a project or series of activities to help them to develop the areas they wish to target.</p> <p>Using Mindmapping tools students design their work and collaboratively or individually decide the way they will learn. Parents will be encourage to participate in this planning process</p> | <p>Example 2 There are activities and tasks designed to improve each learning competency. Each student plans which of these to focus on and how much time to spend on them. They work independently through these challenges independently and they report back on what they chose to learn and how they improved</p> <p>Example 3 The challenge could be to produce a presentation "How I learn". This could then involve the students having to raise their overall learning profile and presenting an artefact or product to show their journey. This could even be a group project.</p> | <p>The work carried out in the create phase will be presented for feedback from staff and peers. Where appropriate experts may be invited to provide feedback. This will depend on the project.</p> | | <p>made and reasons for this</p> <ul style="list-style-type: none"> include examples of how skills/competencies were developed include any products made or subject specific material learnt as part of this unit include ideas on how the competencies developed in this unit will impact on future and how they can be further developed. all work to also be included on eportfolio |
| <p>Learning Environment(s) (physical or virtual settings in which learning takes place)</p> | <ul style="list-style-type: none"> home school virtual (Edmodo, It's learning, Moodle) | <ul style="list-style-type: none"> online, classroom, at home (sharing with parents) | <ul style="list-style-type: none"> virtual, classroom and at home (through flipped classroom approaches) | <ul style="list-style-type: none"> virtual, classrooms, home | <ul style="list-style-type: none"> Virtual, classroom and home | <ul style="list-style-type: none"> see Make (Develop or practice) | <ul style="list-style-type: none"> virtual, classroom and home |



| | | | | | | | |
|---|--|--|---|---|---|--|--|
| <p>Digital technologies and tools</p> | <ul style="list-style-type: none"> Eportfolio TeamUp, ClassFlow, Popplet, Display Note, Padlet Skype Hangouts Lync Youtube Power League / Allourideas (students can vote and discuss about the way they prefer to learn) | <ul style="list-style-type: none"> Eportfolio epace Google forms Learning toolkits (virtual and physical) Displaynote YouTube Videos | <ul style="list-style-type: none"> Eportfolio results of epace or google form Popplet or other Mindmapping tools/apps | <ul style="list-style-type: none"> Eportfolio Aurasma, iPads Flipped/video online tracking e.g. google spreadsheets | <ul style="list-style-type: none"> Eportfolio Epace or google form Skype or hangouts if liaising with experts Tablet camera | <ul style="list-style-type: none"> See Make (Develop or practice) | <ul style="list-style-type: none"> Eportfolio, Aurasma, iPads, Apple TV, IWB, youtube |
| <p>Specific use of tablets</p> | <ul style="list-style-type: none"> audio recording apps to record Padlet or blogging to share ideas use of camera and video on the tablets to capture ideas from former students/employers Lino it to collate findings Interviews of parents due to 24x7 nature of the tablets <p><i>In all steps, tablets can provide additional support and accessibility for learners with special needs</i></p> | <ul style="list-style-type: none"> fill the questionnaire on google forms or epace watching videos playing learning games | <ul style="list-style-type: none"> recording reflections and ideas creating mindmaps using blogs or other platforms to share their ideas about how they will learn | <ul style="list-style-type: none"> presentation Tools Camera Audio Recorder Video/Audio Editing Apps calendar for managing project and work Video tutorials available 24x7 to help students develop the skills they need in at their own pace in their own time. Also facilitates the involvement of parents. | <ul style="list-style-type: none"> completing the google form Skype or hangouts to contact experts Tablet camera tools to capture work | <ul style="list-style-type: none"> see Make (Develop or practice) | <ul style="list-style-type: none"> Students use their tablets to show and share presentations or other finals products. They also use them to re- take the assessment and to record their reflections and conclusions about what they learned, how they learned and which skills they developed during the learning story. Autocue for presentations Video recorder to record video presentations Google sites to add to eportfolio |
| <p>Roles (teacher, students, parents, experts, etc.)</p> | <p>Teachers:</p> <ul style="list-style-type: none"> to inspire students, help them become independent and not spoon-fed, | <p>Students:</p> <ul style="list-style-type: none"> to take test to establish the baseline. to consider their results with | <p>Teacher's role is extremely important for guiding students</p> | <p>Teacher:</p> <ul style="list-style-type: none"> supports students by helping them to make decisions in their learning. If students are working in groups the teacher will help to group students appropriately and to consider appropriate roles within groups. | <p>Teacher:</p> <ul style="list-style-type: none"> to encourage students to reflect on their epace scores and the results: Have they genuinely | <ul style="list-style-type: none"> see Make (Develop or practice) | <p>Students:</p> <ul style="list-style-type: none"> presenters and audience. Reflecting on their work |



| | | | | | | | |
|---|--|---|---|--|--|--|---|
| | <p>inform parents about this project.</p> <p>Students:</p> <ul style="list-style-type: none"> to think about their future <p>Parents:</p> <ul style="list-style-type: none"> to be involved in interviews with students. | <p>support from their teacher.</p> <p>Teacher:</p> <ul style="list-style-type: none"> to facilitate, especially students with learning difficulties to introduce to some learning tools and language and to support students in understanding their results. to collate the results and use them to support the learning in the rest of the unit. | <p>Teacher:</p> <ul style="list-style-type: none"> to take responsibility for committing to develop their learning <p>Students:</p> <ul style="list-style-type: none"> will reflect carefully on their results with the help of their teacher and make their reflections available on an online eportfolio/learning journal | <p>Students:</p> <ul style="list-style-type: none"> will direct themselves towards activities which allow them to develop learning competencies, practice them and demonstrate them. This will require some guidance from the teacher. | <p>developed in these areas? How? How can they improve further?</p> <p>Students:</p> <ul style="list-style-type: none"> to reflect on work carried out and their own personal learning development. They identify where they have been successful (based on results and feedback) and plan what they can still improve on further. | | <p>Teacher :</p> <ul style="list-style-type: none"> moderator. Offers feedback and final assessment as well as advice for continued improvement. <p>Parents and/or experts:</p> <ul style="list-style-type: none"> audience/reviewers |
| <p>Collaboration, team work</p> <p>Individual work, personalisation</p> | <ul style="list-style-type: none"> compare thoughts and opinions with each other (small group work) class discussions identification of learning styles and other preferences <p><i>Consider the needs of students with disabilities and special needs: are the tasks adapted for them? How do they contribute to group work?</i></p> | <ul style="list-style-type: none"> individual for baseline assessment collaborative when looking at learning tools and language | <ul style="list-style-type: none"> teacher, student, parent to agree on pathway for students (this can be altered later if necessary) | <ul style="list-style-type: none"> Personalisation, individual work according to identified learning styles and other students' preferences. Students use and develop learning skills in which they are weak. It depends on the way the teacher structures the main task: If it is an individual task then the work will be very personalised and will reflect the competencies the student is trying to develop. If they are working on a group task then they will need to consider their specific role within that group and use that role to help them develop in their learning skills/competencies.. | <ul style="list-style-type: none"> Collaboration with peers to look at how successful each person has been. Lots of individual reflection and planning. Highly personalised as this will differ for each student and potentially lead to very different activities for the remainder of the unit. | <ul style="list-style-type: none"> see Make (Develop or practice) | <ul style="list-style-type: none"> Mainly an opportunity to present, get final feedback and then reflect on the unit and what has been learnt from it. Needs to be some consideration here of how this links into students' future. |
| <p>Reflection (reflecting upon one's learning and reporting activity status and progress)</p> <p>Assessment (type, instruments)</p> | <ul style="list-style-type: none"> Do we agree that this is important? Assess opinions Start an eportfolio or blog/padlet wall with a sentence or two on why they think this unit will be | <ul style="list-style-type: none"> again look to fill in eportfolio to record learning so far assessment results automatically generated and shared with teacher, student and parent | <ul style="list-style-type: none"> This whole unit is about reflecting on where students are, both individually and as a class. It is then about planning how to move forward | <ul style="list-style-type: none"> Self- assessment of progress and development of (previously weak) learning skills Peer assessment where students are working in a team Digital badges will be awarded for completing tasks which demonstrate particular learning competencies Teacher to provide feedback on eportfolio/learning journal | <ul style="list-style-type: none"> Individual reflection based on the results of the epace and on feedback with consideration of what to work on next. | <ul style="list-style-type: none"> see Make (Develop or practice) | <ul style="list-style-type: none"> Peer assessment of final learning journeys and presentations Individual reflection in order to produce learning journeys |



| | | | | | | | |
|------------------------|---|---|--|--|---|--|---|
| | <p>important to them.</p> <ul style="list-style-type: none"> • How do I 'currently' learn something (think about a specific topic, skill) ? How do parents currently support me? How do my teachers currently teach this topic or skill? | | <p>(between all stakeholders).</p> <ul style="list-style-type: none"> • These plans can be captured on an eportfolio, blog, learning journal. • The teacher will provide feedback on the work on the eportfolio (reflections). | | <p>Results of the epace will also go to parents and teacher as well as the student.</p> | | <p>Potentially judged by experts or ex-students who were in at the start of the project</p> <p>Final eportfolio/learning journal assessed</p> |
| <p>Outcomes</p> | <ul style="list-style-type: none"> • Products: blog, Padlet wall • Students will have a video and picture collection to illustrate what they have learnt from former students, external businesses and their parents. • This may be amalgamated using something like Lino It on the tablets. | <p>A completed baseline assessment which provides a picture of where the class is at and where individual students are at in terms of specific foundation skills which allow them to learn well and become independent in their thinking.</p> | <ul style="list-style-type: none"> • Mindmaps and clear reflections on starting point. • The beginnings of an eportfolio or online learning journal which collates their learning journey for this unit. At this point their starting point will be highlighted. | <ul style="list-style-type: none"> • presentation, video or other type of resource where students demonstrate what and how and they learnt. • all captures again on the eportfolio/learning journal • students consolidate and develop specific independent learning skills | <ul style="list-style-type: none"> • reflections about the prototype made by students • feedback from experts • students understand the strengths and weaknesses of their work and where it needs improvement. | <ul style="list-style-type: none"> • see Make (Develop or practice) | <ul style="list-style-type: none"> • Presentations, recordings, videos or other final products chosen by the students. • Questionnaire about how students improved their skills, reflections and conclusions. • Final eportfolio/journal • Students have a better understanding of their independent learning skills and the areas they need to develop further |