



Pan-European policy experimentations with tablets
<http://creative.eun.org>

POLICY MAKER SCENARIO

COLLABORATION

Scenario facts

PROJECT: Creative Classrooms Lab

TOPIC: Collaboration

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DEVELOPED: First Mainstreaming workshop 21 May 2013, Brussels

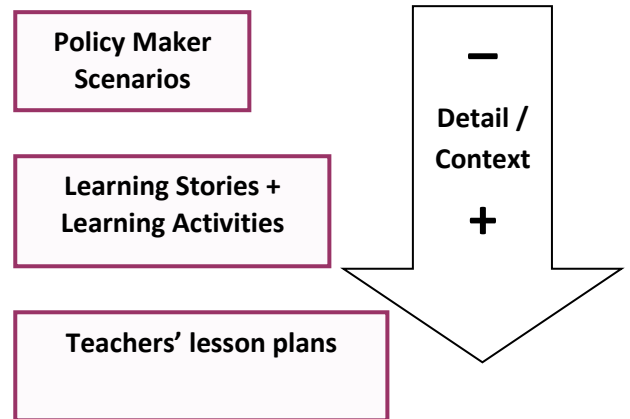
TO BE IMPLEMENTED: Pilot Cycle 1 (November 2013 - April 2014)

BACKGROUND

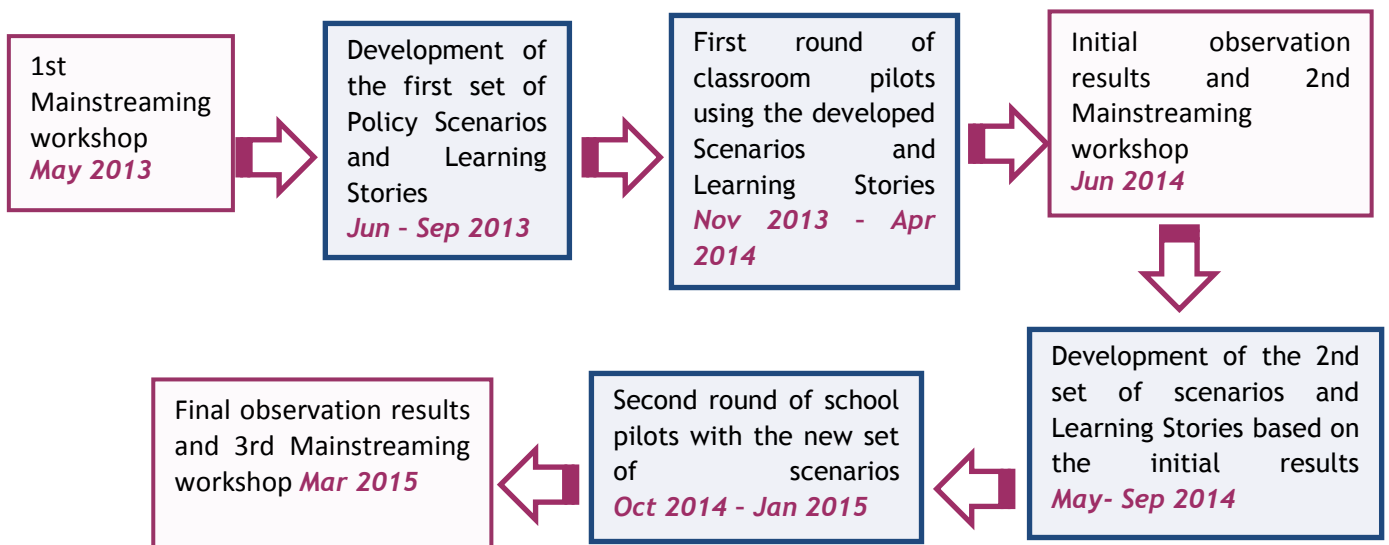
During the 1st Mainstreaming workshop of the project in May 2013 in Brussels, CCL policy makers developed **four Policy Maker Scenarios** on the topics personalisation, collaboration, content creation and Flipped Classroom.

On the basis of the Policy Maker Scenarios, policy makers and lead teachers developed **learning stories** together during a Pedagogical Scenario Development workshop in June 2013. Finally, all the CCL teachers will derive their **lesson plans** from these learning stories.

This outcome of this process will guide the CCL teachers in the use of the tablets during the **first round of pilots** starting in November 2013. Hence, this Policy Maker Scenario serves as the basis for learning stories/ activities and lesson plans guiding the use of tablets on the topic **Collaboration**.



CCL PROJECT LIFECYCLE



POLICY MAKER SCENARIO: COLLABORATION

CHALLENGES THE SCENARIO IS RESPONDING TO

The challenges are:

- how to assess the individual work of students in project based learning (*final assessment*)
- how to ensure that **all students contribute** to the task

SCENARIO NARRATIVE PLANNING

WHO IS INVOLVED IN THE SCENARIO? WHAT ARE THEIR ROLES?

Students:	<ul style="list-style-type: none"> • to research a topic using social media • to carry out experiments • to present results • to create a collaborative document of the findings, using cloud computing • to present and discuss in a forum (<i>possibly webinar</i>) • to critically evaluate own views
Teachers:	<ul style="list-style-type: none"> • to identify topics • to provide support • to give feedback which encourages reorientation • to assess (<i>ongoing</i>) • to provide guidance on sources of research • to signpost other resources (<i>external experts</i>)
Experts, professional bodies/ parents:	<ul style="list-style-type: none"> • to provide expert knowledge • to use social media to involve/ interact with the learners
Famous people:	<ul style="list-style-type: none"> • to contribute with an alternative view to the topic

WHAT TECHNOLOGY IS USED IN YOUR SCENARIO? HOW IS IT USED?

- **tablets** to use google maps (*to find locations*) and social media (*to find experts and famous people*)
- **project blog** for learners to upload progress and outputs
- **virtual learning environments/ learning management systems** for teachers to give guidance/provide support
- **collaborative document tools** to show who has contributed
- **audio/video recording** of each students' progress

WHAT IS THE CORE PURPOSE OF YOUR SCENARIO?

Why would those involved decide to change their practice? In response to which particular challenges or opportunities?

- to **allow the learners to take responsibility** for their work and to carry out the activities that match their strengths
- to allow the **teachers to adopt a more supportive role** in the lessons (*helping the students to perform better and to understand how to tackle their weaknesses*)
- the approach to recording group work using their tablets helps the teacher to assess the individual contributions of each student

WHERE DOES THE SCENARIO TAKE PLACE?

Subject dependent:

- museums and science study centres, science institutes (*for experiments*)
- music lab, studios, music shop, theatres
- cultural department of the embassy (*for connections with other young people*)
- Twinspace using the eTwinning environment
- home
- youth centre, community centre, faith centre

WHEN DOES THE SCENARIO TAKE PLACE?

- outside of school time (*arranging meetings, carrying out research and contracting experts*)
- during lessons (*planning, evaluating progress with the support of the teacher, workshop sessions on research skills*)

WHAT HAPPENS?

Teacher:	<ul style="list-style-type: none"> • to provide a supporting role/ guide each team and student • to assess the progress of individuals • to provide regular guidance on how to improve the performance
Student:	<ul style="list-style-type: none"> • to work collaboratively • to negotiate the tasks of each student • to take responsibility for his/her own contribution • to work on authentic tasks such as planning, communicating ideas, providing progress reports, carrying out research

WHAT OTHER RESOURCES ARE NEEDED IN THE SCENARIO?

- most of the resources will be web based tools, accessed via tablet devices
- the students will also need presentation tools which they can use with their tablets

COLLABORATIVE WORK: RESEARCH VIEWS ON A CONTROVERSIAL TOPIC

The **teacher Herman** provides his students with the challenge to research views on a controversial issue which they are interested in (*and which fits within the curriculum*). The students need to work in teams to carry out the research. Teams are formed and each team selects a team name and creates a blog where they will report on their progress. Each member of the team will take different role:

- **Team leader, Nathalie:** to plan the activities and to help each team member to complete its work
- **Team reporter, Samir:** to report on the teams progress and individual progress
- **Organiser, Jozi :** to organise the online tools, meetings and webinars
- **Lead researcher, David:** to lead most of the research

The **lead researcher, David**, starts by identifying people who have strong views on the topic of their research. **The team leader, Nathalie**, takes responsibility for using social media (*e.g. twitter*) and the internet to identify suitable people, and posts a list of these people with their profiles on the project blog. She asks the **organiser, Jozi**, to arrange a meeting outside of school hours to plan how to contact the identified people. He finds a number of locations on an online map: He first checks if he can use a local community centre, but it is booked on the date his team needs it, so he decides that they will meet in a local museum. He lets the others know the details of the meeting via the project blog.

In the meantime, the **lead researcher, David**, did some background research on the issue and found a number of films and articles providing differing points of view. At the meeting he shares his findings with the group, using his tablet. Then the **reporter, Samir**, asks each of the team members to record an audio clip of what they have done so far. These audio clips are also uploaded to the blog. On this basis, the **team leader, Nathalie**, allocates further tasks to each team member. These tasks include interviews with local experts that have been identified, including a person working in a museum, a parent who works in the area of interest and a local university lecturer who gives lectures on the topic. Before the interviews, the team meets during an online collaboration session using a shared editing tool (*which identifies which contribution has been made by whom*).

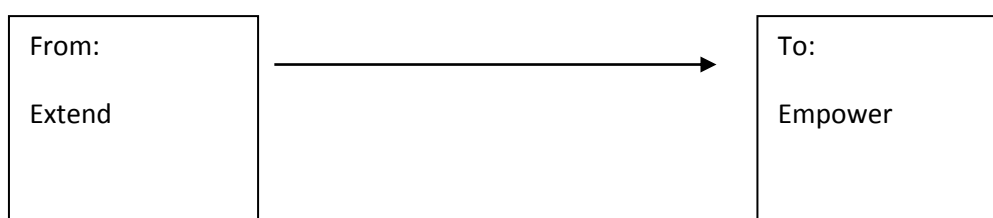
In the next lesson, **Herman** who has reviewed the blog and audio reports, provides each student with a progress report, a team report and guidance on what additional work he/she should complete, using further support materials. Herman holds regular support meetings with each team and builds up a progress record for each student. During the meetings, the students agree together on who has achieved which results, and who needs to contribute more for the following activities, in order to ensure that everybody contributes equally to the work.

As a next step, the students email the experts and famous people that **Nathalie** identified, to get their opinions on the topic. **Herman** guides his students to make sure that they are critical about the information they receive and think carefully about whether their sources are reliable. One group receives a response from a famous musician which they had contacted.

Finally, all the information collected is used to plan a webinar which the teams deliver to the other students in the school. The other students who participate in the webinar are able to vote on the issues being discussed, and the results are put into a final report. The students' final grade is based on the contributions they have made, which can be accessed in the project blog.

APPENDIX 1: ITEC INNOVATION MATURITY MODEL

The iTEC Innovation Maturity Model has been developed in the framework of the iTEC project (<http://itec.eun.org>). The model shows a number of **progressive stages of innovation maturity of an institution**, e.g. school. As educational institutions move from one stage to the next in the direction of the arrow, the innovation maturity of the institution progresses, e.g. the implementation of a scenario that moves an institution from the 'Exchange' stage of the model to the 'Enrich' stage would be defined as innovative in that institution's context. In this **self-assessment activity** an organisation's/institution's stakeholders and/or workshop participants identify the organisation's current position on the maturity model. The aim of the self-assessment (which was part of the first CCL Mainstreaming workshop in May 2013) is to reflect on the aim of introducing new technologies in school and to ensure through this process the quality of produced scenarios.



	5 Empower Redefinition & innovative use	<ul style="list-style-type: none"> ○ Technology supports new learning services that go beyond institutional boundaries. ○ Mobile and locative technologies support 'agile' teaching and learning . ○ Learner as co-designer of the learning journey, supported by intelligent content and analytics.
	4 Extend Network redesign & embedding	<ul style="list-style-type: none"> ○ Ubiquitous, integrated, seamlessly connected technologies support learner choice and personalisation beyond the classroom. ○ Teaching and learning distributed, connected and organised around the learner. ○ Learners take control of learning using technology to manage own learning.
	3 Enhance Process redesign	<ul style="list-style-type: none"> ○ Teaching and learning 'redesigned' to incorporate technology, building on research in learning and cognition. ○ Institutionally -embedded technology supports the flow of content and data, providing an integrated approach to teaching, learning and assessment. ○ Learner as 'producer' using networked technologies to model and make.
	2 Enrich Internal Coordination	<ul style="list-style-type: none"> ○ Technology used interactively to make differentiated provision within the classroom. ○ Technology supports a variety of routes to learning. ○ Learner as 'user' of technology tools and resources.
	1 Exchange Localised use	<ul style="list-style-type: none"> ○ Technology used within current teaching approaches. ○ Learning is teacher-directed and classroom-located. ○ Learner as 'consumer' of learning content and resources

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