CCL POLICY MAKER SCENARIO

SCHOOL-TO-SCHOOL COLLABORATION

USE OF MOBILE TECHNOLOGY FOR ENGAGING PROJECT WORK ABOUT REMEMBRANCE EDUCATION

Scenario facts

PROJECT: Creative Classrooms Lab

TOPIC: School-to-school collaboration

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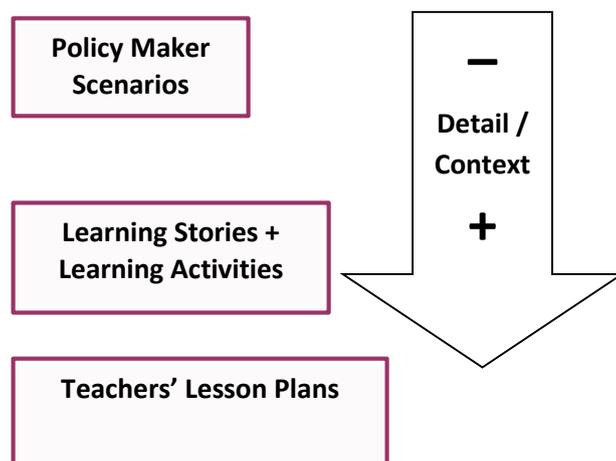**DEVELOPED:** 2nd Mainstreaming workshop 23 May 2014, Brussels

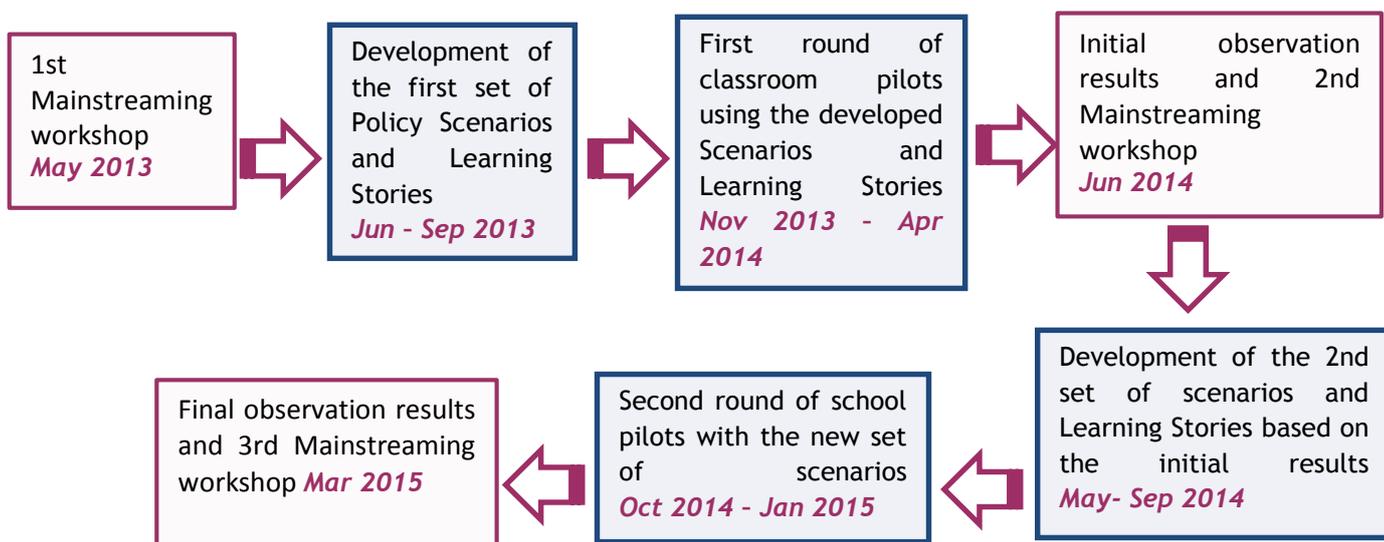**TO BE IMPLEMENTED:** Pilot Cycle 2 (October 2014 – January 2015)

BACKGROUND

During the second Mainstreaming workshop of the project in May 2014 in Brussels, CCL policy makers developed **three Policy Maker Scenarios** on the topics collaboration & assessment, school-to-school collaboration and liberating learners (independent learners).

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 2014. 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 **second round of pilots** starting in October 2014. Hence, this Policy Maker Scenario serves as the basis for the Learning Stories and Lesson Plans guiding the use of tablets on the topic **school-to-school collaboration**.

| Policy Maker Scenarios |
| Learning Stories + Learning Activities |
| Teachers' Lesson Plans |

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Detail / Context
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CCL PROJECT LIFECYCLE

| 1st Mainstreaming workshop *May 2013* | Development of the first set of Policy Scenarios and Learning Stories *Jun - Sep 2013* | First round of classroom pilots using the developed Scenarios and Learning Stories *Nov 2013 – Apr 2014* | Initial observation results and 2nd Mainstreaming workshop *Jun 2014* |

| Final observation results and 3rd Mainstreaming workshop *Mar 2015* | Second round of school pilots with the new set of scenarios *Oct 2014 - Jan 2015* | Development of the 2nd set of scenarios and Learning Stories based on the initial results *May- Sep 2014* |

POLICY MAKER SCENARIO: SCHOOL-TO- SCHOOL COLLABORATION

THEME OF THE SCENARIO & TITLE:

- **Theme:** Use of mobile technology for engaging project work about remembrance education
- **Title:** School-to-school collaboration

AIM OF THE SCENARIO- WHAT DOES IT ASPIRE TO DO OR CHANGE?

- Based on the CCL observations there are **2 main benefits** of using **tablets**: **mobility** and **multimedia.** We try to combine these 2 benefits in a project work about remembrance education.
- School collaboration can **improve different skills** and competences such as **team work**, **cultural competences, language learning**, etc.
- This scenario should provide teachers with ideas about how to use mobile devices to work around a topic (may be remembrance education (RE) but it can be anything)

BRIEF DESCRIPTION OF THE SCENARIO

WHAT ARE THE MAIN OBJECTIVES?	- students from different classes present to each other in a visual way - students are learning from each other's approach - common lesson planning by teachers (requires cooperation from teachers)
WHERE DO TABLETS COME IN?	- collaboration apps on tablet such as skype, snapchat,… - presenting tools such as speaking avatars (Morfo app) - see Learning Story (for instance go to the museum, interview someone,…) - inquiry, research and data collection: e.g. pictures of traces of world war I
ASSESSMENT OR EVALUATION	- to tackle difficult issues such as remembrance, and draw lessons from what we learnt from the past - to provide useful assignments in the field RE as project work - to engage students in detecting traces of historical events in their local environment and personal histories - to teach students about the variety of historical resources and to discriminate the value of different resources
CLASSROOMS/SCHOOLS INVOLVED	**Age level:** all levels of secondary education **Subjects:** can be everything
	In case of RE: - History - Citizenship is a cross-curricular topic - RE is a cross-curricular topic

FEATURES OF THE SCENARIO

FIRST IDEAS OF THE SCENARIO IN PRACTICE

ACTIVITIES	PHYSICAL ENVIRONMENT
- provide assignments using tablets - presenting themselves to others - specific assignmnets depending on topic - presenting project outcomes to other groups /classes	
ASSIGNMENTS IN CASE OF REMEMEBRANCE EDUCATION: • Students have to find (at least 5) different traces of WWI in the local community, city. They have to go out in pairs or small groups and take pictures of traces of the first WW: these can be monuments, names of streets and squares, cemeteries, museums or heritage objects, … They have to take a picture of it and write some basic information about it.	• In the local communtiy (during schooltime)
• Interview one stakeholder about the WW in their city or community. This can be someone from a heritage organization, a local museum or someone from the cities monuments department.	• In the local community (during school time)
• Students have to look for traces and stories of WW1 in their own family history and document this in a basic way	• in the local community (for homework)
• Publish content (traces) on a blog (twinspace?)	• at home for homework
PEOPLE & ROLES **TEACHERS:** - to look for partner schools and initial contacts - preparation of collaboration - to communicate with other schools - to guide students activities (group work) - to provide input and resources - to assign group and home work - to give a basic instruction - to share materials and publish results - to evaluate	**RESOURCES (INCLUDING TECHNOLOGIES)** **FOR THE TEACHERS:** - national pedagogical guide for RE - The Rememnbrance Education database www.klascement.be/herinneringseducatie - Victims database (De Namenlijst)
STUDENTS to present themselves to other classes in a digital way	**TECHNOLOGY** - mobile device with camera, multimedia - presenting apps – speaking avatars

- to perform research activities in and outside school - to do homework – to look for experts - to collect or create digital learning resources (traces) - to present project outcomes to other classes/groups	- common channel for display of results: twinspace, blog,… - communication apps such as skype,… - note taking software or Text processor
REMOTE EXPERTS - can be someone from a heritage organization, a local museum or someone from the cities monuments department. - to provide input through interviews	

NARRATIVE

Monday: Lasse, Lukas, Ranya and their fellow students have to create a speaking avatar in English of themselves using the Morfo app where they put in their own recording about who they are, where they live, what there hobbies are and how old they are. At the end of the lesson students publish their speaking avatar to twinspace. Later on they look at the avatars from the partner school.

Wednesday morning: Lasse, Lukas, Ranya are one group and they have to go out and to find (at least 5) different visible traces of WWI in the local community, city. They have to take pictures of traces they find: these can be monuments, names of streets and squares, cemeteries, museums or heritage objects, … They have to take a picture of it and write some basic information about it.

Wednesday afternoon: As homework assignment students have to look for traces and stories of WW1 in their own family history and document this in a basic way, or someone in the local community if there is no one in personal history.

Thursday: Publish pictures and a short summary report on a blog (twinspace?).

The next week the pupils compare the traces they found with the ones from the partner schools. There is a group discussion lead by the teachers on the topic (to be developed).

Lukas' teacher and the one of his partner school to have a video conference to have a discussion with the other class. They have to prepare 3 questions which were sent in advance and give answers during the video conference. They have to finalize the video conference with 1 commmon lesson learnt: **a motto or message for future generations.**