

Checklist to validate Lesson Plans for Collaboration & Assessment

This checklist is to be implemented within a group of lesson plans concerning a Learning Story, based on the educational scenario Collaboration & Assessment, framing all activities to be developed (Dream, Explore, Map, Make, Ask, Remake and Show). Tick all items of the list that are clear in each of your lesson plans. In the end, and after the analysis of all the lessons plans of the Learning Story, almost all items should be marked. A high number of marked items reveal that the plan is developed taking into account the principles of the scenario "Collaboration & Assessment" as stated in the document "What is the Collaboration & Assessment model, and how to use it?"

Goals and Objectives of Collaboration & Assessment Learning Stories	
<p>Learning objectives are defined in order to:</p> <ul style="list-style-type: none"> <input type="radio"/> Develop interpersonal skills <input type="radio"/> Develop student's team-working skills <input type="radio"/> Develop learn to learn skills <input type="radio"/> Develop digital competences <input type="radio"/> Develop safe and responsible ICT practices <input type="radio"/> Develop collaborative skills <input type="radio"/> Develop self responsibility for their work <input type="radio"/> Develop skills of planning tasks <input type="radio"/> Develop skills of communicating ideas <input type="radio"/> Develop online publishing skills <input type="radio"/> Develop skills of creating progress reports <input type="radio"/> Develop research and critical thinking skills <input type="radio"/> Develop skills to self-assess learning <input type="radio"/> Develop skills to peer-assess learning <input type="radio"/> Develop skills to assess team/group work 	<p>Activities are planned in order to:</p> <ul style="list-style-type: none"> <input type="radio"/> Engage disengaged learners <input type="radio"/> Move from a teacher centric to a pupil centric approach <input type="radio"/> Improve individual students' self-esteem and self-responsibly <input type="radio"/> Meet students' needs <input type="radio"/> Improve student motivation and increase academic achievements <input type="radio"/> Help every child to make the most of their talents and potential <input type="radio"/> Engage students in problem and project-based learning <input type="radio"/> Ensure all students contribute to the task <input type="radio"/> Improve team work development <input type="radio"/> Engage students in formative and summative assessment <input type="radio"/> Improve quality feedback on learning process and outcomes

Resources	
<p>There are resources to be used:</p> <ul style="list-style-type: none"> <input type="radio"/> At home <input type="radio"/> At grandparents' home <input type="radio"/> Online (alone and with friends) <input type="radio"/> Inside the classroom <input type="radio"/> At different school spaces (library, labs,...) <input type="radio"/> Outside the school (indoors, e.g. museum) <input type="radio"/> Outdoors 	<p>The resources list also includes:</p> <ul style="list-style-type: none"> <input type="radio"/> Tablets or other individual mobile devices <input type="radio"/> Software and Apps to obtain feedback <input type="radio"/> Virtual Learning Environment <input type="radio"/> Other software for special needs <input type="radio"/> Online and offline assessment tools <input type="radio"/> Tools for self- and peer-assessment <input type="radio"/> Tools and systems to publish <input type="radio"/> Voting systems

Assessment	The assessment provided is		
	Diagnostic	Formative	Summative
<input type="radio"/> Teacher assesses the work of individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Teacher assesses the work of students' teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Students self-assess their own work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Students assess the work of peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Students assess the work of their team			
<input type="radio"/> Parents assess the work of individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Parents assess the work of students' teams		<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Experts assesses the work of students' teams		<input type="radio"/>	<input type="radio"/>

Starting Activities	
<p>Teacher should:</p> <ul style="list-style-type: none"> <input type="radio"/> Present the design brief <input type="radio"/> Form groups according to student learning styles and competencies <input type="radio"/> Ensure that all team members have a defined role <input type="radio"/> Monitor brainstorming <input type="radio"/> Provide students with a challenge to research a curriculum topic and to develop assessment grids and assessment tools <input type="radio"/> Negotiate outcomes and success criteria <input type="radio"/> Help students evaluate the information 	<p>Students should:</p> <ul style="list-style-type: none"> <input type="radio"/> Discuss the problem scenario in groups <input type="radio"/> Brainstorm ideas to cross learning boundaries <input type="radio"/> Form teams and allocate roles <input type="radio"/> All teams have Leader, Reporter, Organiser, and Lead Researcher <input type="radio"/> Negotiate the success criteria <input type="radio"/> Choose the data collection format <input type="radio"/> Brainstorm the selection of different apps according to the proposal <input type="radio"/> Negotiate the target setting by groups <input type="radio"/> Plan how to use their tablets or other mobile devices <input type="radio"/> Do research (e.g. search)

Main Activities	
<ul style="list-style-type: none"> <input type="radio"/> Teacher adopts a more supportive role in the lessons, providing regular guidance and feedback on how to improve the performance <input type="radio"/> Learners take responsibility for their work and carry out the activities that match their strengths <input type="radio"/> Learners assess their own work, the peer's work and team's work <input type="radio"/> Most of the resources will be web based tools, accessed via tablet or other mobile devices 	
<p>Teacher should:</p> <ul style="list-style-type: none"> <input type="radio"/> Approve final ideas <input type="radio"/> Monitor and guide activities <input type="radio"/> Take account of the value of students' prior experiences and learning biographies <input type="radio"/> Provide additional support for individual students <input type="radio"/> Provide students with tools for learning and assessing outside the classroom <input type="radio"/> Define and provide examples of instruments to make the formative assessment 	<p>Students should:</p> <ul style="list-style-type: none"> <input type="radio"/> Research within teams <input type="radio"/> Collect, write and draw ideas <input type="radio"/> Share findings with other groups <input type="radio"/> Questions the findings <input type="radio"/> Explain their (teams) chosen method to peers <input type="radio"/> Review, assess and comment on each other's work <input type="radio"/> Write and share their findings e.g. blog, webinar...

Main Activities

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| <ul style="list-style-type: none"><input type="radio"/> Specify appropriate learning outcomes against which the student must collect evidence of achievement over a period of time<input type="radio"/> Specify how students will work with experts<input type="radio"/> Provide different resources for different students<input type="radio"/> Differentiate work for gifted students and those with special needs<input type="radio"/> Consider roles for gifted students and those with special needs<input type="radio"/> Do final assessment of end product and process<input type="radio"/> Give students continuous feedback<input type="radio"/> Introduce new forms of assessment<input type="radio"/> Provide students with innovative assessment tools | <ul style="list-style-type: none"><input type="radio"/> Build feedback loop into information published<input type="radio"/> Review progress against start points and targets<input type="radio"/> Extend their learning by sharing with peers, teachers and parents<input type="radio"/> Demonstrate their knowledge and skills by reflecting on their learning and adding artefacts to an ePortfolio<input type="radio"/> Develop a learning journal, diary or an ePortfolio as well<input type="radio"/> Formulate questions to ask schoolmates and others<input type="radio"/> Make online surveys<input type="radio"/> Share assessment<input type="radio"/> Reflect on feedback |
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Experts or Parents:

- Are engaged as supporters and supervisors
- Can access to online tools and resources
- Work together with the students to facilitate a differentiated learning experience
- Provide expert knowledge
- Use social media to involve or interact with the learners
- Contribute with alternative views to the topic
- Are involved in tutoring or mentoring
- Are involved in assessing products and process**