Checklist to validate Lesson Plans for Liberating Learners

This checklist is to be implemented within a group of lesson plans concerning a Learning Story, based on the educational scenario Liberating Learners, 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 the 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 "Liberating Learners" as stated in the document "What is Liberating Learners model, and how to use it?"

Goals and Objectives of What is Liberating Learners Learning Stories

Learning objectives are defined in order to:
◯ Develop independent study
◯ **Develop self-organized learning**
◯ Develop collaborative skills
◯ Develop research and critical thinking skills
◯ Develop learn to learn skills
◯ **Develop skills of self-discovery**
◯ Develop skills of curiosity
◯ Develop online publishing skills
◯ **Develop students' thinking on how they learn better**
◯ **Develop self-responsibility**
◯ Develop skills for efficiency in study
◯ Develop skills of problem solving

Activities are planned in order to:
◯ Engage disengaged learners
◯ **Move from a teacher centric to a pupil centric approach**
◯ Improve students' self-esteem
◯ Meet students' needs
◯ Improve student motivation and increase academic achievements
◯ Help every child to make the most of their talents and potential
◯ Give every child a fair chance of succeeding
◯ **Give students opportunities to be more successful in independent learning**

Resources

There are resources to be used:
◯ At home
◯ At grandparents' home
◯ Online (alone and with friends)
◯ Inside the classroom
◯ At different school spaces (library, labs,...)
◯ Outside the school (indoors)
◯ Outdoors

The resources list also includes:
◯ **Tablets or other individual mobile devices**
◯ Software and Apps
◯ Virtual Learning Environment
◯ Other software for special needs
◯ Assessment tools
◯ Cloud computing storage or school server
◯ Interactive whiteboards
◦ Voting systems

Assessment / The assessment provided is

Assessment	Diagnostic	Formative	Summative
◯ Teacher assesses the work of individual students	◯	◯	◯
◯ Teacher assesses the work of students teams	◯	◯	◯
◯ **Students self-assess their own work**	◯	◯	◯
◯ Students assess the work of peers	◯	◯	◯

◯ Parents assess the work of individual students	◯	◯	◯
◯ Parents assess the work of team students		◯	◯
◯ Experts assess the work of team students		◯	◯

Starting Activities

Teacher should:
◯ Configure the learning environment
◯ Present the design brief and suggested success criteria
◯ **Ensure that learning experience corresponds to individual learning needs, learning biographies and skills**
◯ Form groups by considering learning preferences or skills to be improved
◯ Ensure that all team members have a personally defined role
◯ Frame a 'big question' for each group (or class if appropriate)
◯ Monitor brainstorming
◯ **Negotiate individual learning plans or individual learning activities**
◯ **Negotiate outcomes and success criteria**
◯ Help students evaluate the information

Students should:
◯ Brainstorm ideas to cross learning boundaries
◯ Discuss the problem scenario in groups
◯ Negotiate the success criteria
◯ Do research (e.g. search)
◯ Collect data
◯ **Reflect on their own learning pathways**
◯ **Reflect on their own learning pace**
◯ **Reflect on their own learning preferences and skills**
◯ **Reflect on their own strengths and weaknesses in the learning process**
◯ **Negotiate with teacher the target setting by students/groups**
◯ Set their own goals

Main Activities

◯ **Teacher and students are aware of learning skills on how learn to learn**
◯ **Teacher and students are aware of independent learning strategies**
◯ Online tools are provided to establish dialogue and ideas exchange between students outside the classroom

Teacher should:
◯ Inspire students
◯ Monitor and guide activities
◯ Record reflections from students
◯ **Take account of the value of students prior experiences and learning biographies**
◯ **Make use of individual learning preferences**
◯ **Take account of students individual speed and style of learning**
◯ Take account of students home circumstances
◯ Use a taxonomy to help visualise the learning gained throughout the project
◯ Provide additional support for individual students
◯ Provide students with tools for learning outside the classroom
◯ Provide testimonials to successful learners
◯ **Provide different sets of learning environments**
◯ Define and provide examples of instruments to make the formative assessment

Students should:
◯ Research within teams
◯ Share findings with other groups
◯ Questions the findings
◯ Reflect on feedback
◯ Review and comment on each other's work
◯ **Set personal goals**
◯ **Define strategies for self-learning efficacy**
◯ **Build feedback loop into information published**
◯ **Record their own progress**
◯ **Review progress against start points and targets**
◯ **Assess their own learning achievements**

◯ Specify appropriate learning outcomes against which the student must collect evidence of achievement over a period of time

◯ **Facilitate differentiated learning experience**

◯ Use expert peer tutors or mentors to scaffold students completion and personalisation of tasks

◯ Specify how students will work with experts

◯ Differentiate work for gifted students and those with special needs

◯ Do final assessment of end product and process

Experts or Parents:

◯ **Are engaged as supporters and supervisors**

◯ **Can access to online tools and resources**

◯ Work together with the student to facilitate a differentiated learning experience

◯ Are involved in tutoring or mentoring

◯ Extend their learning by sharing with peers, teachers and parents

◯ Demonstrate their knowledge and skills by reflecting on their learning and adding artefacts to a digital portfolio or by maintaining a blog or online newspaper

◯ Develop a learning journal or an ePortfolio as well

◯ Use different tools or apps to plan individual learning targets, learning activities and set their individual learning goals