

Checklist to validate Lesson Plans for School to School Collaboration

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

Goals and Objectives of School to School Collaboration 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 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 on sharing (ideas, resources, tools, spaces, etc.) <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 skills <input type="radio"/> Develop critical thinking skills <input type="radio"/> Develop skills in creating projects <input type="radio"/> Develop skills to solve problems <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 <input type="radio"/> Stimulate the teams' autonomy and leadership <input type="radio"/> Engage families and community in the project activities

Resources	
<p>There are resources to be used:</p> <ul style="list-style-type: none"> <input type="radio"/> At 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 and other individual mobile devices <input type="radio"/> Software and Apps to collect information and grab feedback <input type="radio"/> Virtual Learning Environment <input type="radio"/> Learning Management Systems <input type="radio"/> Other software for special needs <input type="radio"/> Online and offline assessment tools <input type="radio"/> Tools and systems for self- and peer-assessment (including e-portfolios) <input type="radio"/> Tools and systems to publish multimedia content

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 teams		<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Students assess the work of other teams		<input type="radio"/>	<input type="radio"/>
<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 assess the work of students teams		<input type="radio"/>	<input type="radio"/>

Starting Activities

Teacher should:	Students should:
<input type="radio"/> Present the design brief	<input type="radio"/> Discuss the project scenario in groups
<input type="radio"/> Present the project methodology	<input type="radio"/> Brainstorm ideas to cross learning boundaries
<input type="radio"/> Form groups according to student learning styles and competencies	<input type="radio"/> Form teams and allocate roles
<input type="radio"/> Ensure that all team members have a defined role	<input type="radio"/> Decide who are the team Leader, Reporter, Organiser, and Lead Researcher
<input type="radio"/> Provide students with a challenge to research a curriculum topic	<input type="radio"/> Negotiate the success criteria
<input type="radio"/> Monitor brainstorming	<input type="radio"/> Choose the data collection formats and tools
<input type="radio"/> Negotiate outcomes and success criteria	<input type="radio"/> Brainstorm the selection of different apps according to the proposals
<input type="radio"/> Suggest partnerships	<input type="radio"/> Negotiate the target setting by groups
<input type="radio"/> Help students evaluate the information	<input type="radio"/> Plan how to use mobile devices
	<input type="radio"/> Participate in partner selection
	<input type="radio"/> Do research (e.g. search)

Main Activities

<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	
Teacher should:	Students should:
<input type="radio"/> Approve final ideas	<input type="radio"/> Research within teams
<input type="radio"/> Monitor and guide activities	<input type="radio"/> Collect, write and draw ideas
<input type="radio"/> Take account of the value of students prior experiences and learning biographies	<input type="radio"/> Share findings with other groups
<input type="radio"/> Provide additional support for individual students	<input type="radio"/> Questions the findings
<input type="radio"/> Provide students with tools for learning and assessing outside the classroom	<input type="radio"/> Decide how to collaborate and work alone and in groups
	<input type="radio"/> Review, assess and comment on each other's work

Main Activities

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| <ul style="list-style-type: none"> <input type="radio"/> Present to students collaborative learning platforms <input type="radio"/> Specify appropriate learning outcomes against which the student must collect evidence of achievement over a period of time <input type="radio"/> Stimulates the co-creation of artefacts <input type="radio"/> Specify how students will work with experts <input type="radio"/> Provides 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"/> Give students continuous feedback <input type="radio"/> Monitor project development <input type="radio"/> Monitor the partnership activities and suggest improvements <input type="radio"/> Promote videoconferences between groups in different schools <input type="radio"/> Promote distance activities supported by remote communication tools or systems <input type="radio"/> Do final assessment of end product and process | <ul style="list-style-type: none"> <input type="radio"/> Gather and record information from a range of sources <input type="radio"/> Conduct interviews and do field observations <input type="radio"/> Write and share their findings (e.g. blog, webinar...) <input type="radio"/> Build feedback loop into information published <input type="radio"/> Co-create the end product(s) <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, website or an ePortfolio as well <input type="radio"/> Formulate questions to ask schoolmates and others teams <input type="radio"/> Participate in remote activities <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 and feedback on strengths and weaknesses of students products
- 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
- Are involved in remote events led by other schools