Checklist to validate Lesson Plans for Content Creation

This checklist is to be used for a set of lesson plans for a Learning Story based on the educational scenario Content Creation, and covers all types of activities to be developed (Dream, Explore, Map, Make, Ask, Remake and Show). In **bold** are items that can be considered essential for content creation activities. Tick all items that are evident in your lesson plans. A high number of ticked items indicates that the plans take into account the principles of the Content Creation scenario as set out in the document "What is the Content Creation model, and how to use it?"

Goals and Objectives of Content Creation Learning Stories

Learning objectives are defined in order to:
- ◯ **Create interactive content**
- ◯ Clearly define learning outcomes
- ◯ Develop student's team-working skills
- ◯ Develop learn to learn skills
- ◯ **Develop digital competences**
- ◯ Learn about making videos
- ◯ Develop collaborative skills
- ◯ Develop self responsibility for work
- ◯ Develop skills of planning tasks
- ◯ Develop skills of communicating ideas
- ◯ Develop research and critical thinking skills

Activities are planned in order to:
- ◯ Engage disengaged learners
- ◯ Move to a student-centred learning approach
- ◯ Improve individual 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
- ◯ Engage students in project based learning
- ◯ **Ensure that all students contribute to the task**
- ◯ **Keep the idea that production and learning are strongly related to each other**
- ◯ Identify the best resources for the agreed learning objective
- ◯ Inform students about requirements and targets
- ◯ **Check whether content produced is of good quality to be used to further teaching and learning**

Resources

There are resources to be used:
- ◯ At home
- ◯ In the classroom
- ◯ At different school spaces (library, labs,...)
- ◯ Outside the school (home, library, café...)
- ◯ Open Learning Centre
- ◯ Any environment with wifi (alone and with friends)
- ◯ Virtual platform

The resources list also includes:
- ◯ **Tablets or other individual mobile devices**
- ◯ Cameras and/or video cameras
- ◯ **Software and Apps for recording and editing multimedia (images, video and audio)**
- ◯ Virtual Learning Environment
- ◯ Other software for special needs
- ◯ Assessment tools
- ◯ Cloud computing storage or school server
- ◯ Interactive whiteboards
- ◯ Voting systems

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Assessment	The assessment provided is		
	Diagnostic	Formative	Summative
◯ **Teacher assesses the work of individual students**	◯	◯	◯
◯ **Teacher assesses the work of student 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

Teachers should:
- ◯ **Present the design brief and suggested success criteria**
- ◯ Negotiate the specific topic with students
- ◯ **Explain the assignment**
- ◯ **Set clear expectations and ambitions**
- ◯ **Monitor brainstorming**
- ◯ **Specify an audience they will be working for**
- ◯ **Agree with the students what the final product should be**
- ◯ **Agree with students the action plan for the production**

Students should:
- ◯ **Discuss the scenario in groups**
- ◯ Decide from their discussions
- ◯ Brainstorm and present ideas
- ◯ Define research questions
- ◯ Form groups based on interest
- ◯ Negotiate the success criteria
- ◯ Negotiate with teacher the targets, by groups

Main Activities

- ◯ The teacher is a coach and their role is mainly supportive.
- ◯ **The teacher has a clear idea of the pedagogical goal before starting to work.**
- ◯ Learners are expected to self-organise work groups
- ◯ Students work over an extended period in small groups where individuals are responsible for different parts of the learning and content production.

Teachers should:
- ◯ **Approve final ideas**
- ◯ **Monitor and guide activities**
- ◯ Take account of the value of students prior experiences and learning biographies
- ◯ Provide additional support for individual students
- ◯ Provide students with tools for learning outside the classroom
- ◯ Define and provide examples of instruments to make the formative assessment
- ◯ Specify appropriate learning outcomes against which the student must collect evidence of achievement over a period of time
- ◯ Specify how students will work with experts
- ◯ Provide different resources for different students

Students should:
- ◯ **Be producers of content**
- ◯ **Be consumers of content produced by their peers**
- ◯ Become responsible for teaching others in the peer group, core knowledge and skills.
- ◯ **Construct learning objects**
- ◯ Create top lists of resources, having discussed and agreed selection criteria
- ◯ Decide from their discussions
- ◯ Demonstrate their knowledge and skills by reflecting on their learning

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Main Activities

○ Differentiate work for gifted students and those with special needs

○ **Consider roles for gifted students and those with special needs.**

○ Monitor the content creation process, suggesting other resources.

○ Do final assessment of end product and process

○ Give technical support if students get stuck

○ **Give feedback and oversees peer review in a safe environment**

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

○ Provide expert knowledge

○ Use social media to involve/ interact with the learners

○ Contribute with alternative views of the topic

○ Are involved in tutoring or mentoring

and adding artefacts to a digital portfolio

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

○ Formulate questions to ask schoolmates and others

○ Learn from each other – listening, taking criticism, making constructive suggestions, assertiveness

○ Learn lessons from the process

○ Present and give feedback on others

○ Question the findings

○ Reflect on feedback

○ Research within teams

○ Review progress against start points and targets

○ Share interim results for immediate peer feedback during the content creation phase

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