








Scenario Title: Collaborative work (Towards a healthy city)

Countries: Austria, Belgium Wallonia, Slovenia

Time (no. of one-hour lessons)	1	1	2	5	1		2
Learning Activities							
Goal (learning objectives, match to curriculum)	Biology, possibly interdisciplinary. Could be a totally different subject and topic using the same approach. Important to fit this topic into curriculum, not squeeze others out.	The goal is also to develop students' team-working and interpersonal skills and learning to learn (and other 21C skills). This involves changing the physical learning space.		The goal is to develop digital competences, e.g. creating audio and video clips, and safe and responsible ICT practices (e.g. understanding data protection and privacy issues).			
Description of each learning activity	Students: <ul style="list-style-type: none"> form teams and allocate roles (see below); watch a 'provocative' stimulus video; complete sentences using for example Wallwisher. Teacher: <ul style="list-style-type: none"> provides students with a challenge to research a topic on a controversial issue which they are interested in (...and which fits within the curriculum). 	Students: <ul style="list-style-type: none"> find relevant information (internet, books, articles, etc.); Lead Researcher starts by identifying people who have strong views on the issue they are researching; the Team Leader takes responsibility for using social media (e.g. Twitter) and the internet to identify suitable people, and posts a list of these people with their profiles on the project blog; 	Students: <ul style="list-style-type: none"> At a meeting the Lead Researcher shares findings with the group using tablets (films and articles providing differing viewpoints). 	Students: <ul style="list-style-type: none"> formulate questions to ask schoolmates and others; make an online survey. 	Students: <ul style="list-style-type: none"> ask a doctor online (using Skype for example); Team Leader allocates each team member with further work to complete, including interviews with some local experts that have been identified, e.g. celebrity, someone from a hospital, a parent who works in the area being researched, and a local university lecturer who lectures on the subject. 	Students: <ul style="list-style-type: none"> Do further research including students emailing the experts and famous people identified, to get their opinions on the topic. 	Students: <ul style="list-style-type: none"> show suggestions for a healthier school to students, teachers, municipality / minister and parents; information collected is used to plan a webinar or online debate which they deliver to the other students in the school; The other students who participate in the webinar are able to vote on the issue being discussed, and the results of this are put into a final report.

		<ul style="list-style-type: none"> Lead Researcher does background research into the issue. 			<ul style="list-style-type: none"> Organiser arranges a meeting outside school time to plan how they are going to contact the people they have identified. She finds a number of locations on an online map e.g. a local community centre, and checks for availability. She gives the others details of the meeting via the project blog. activity could include an online debate or poll based on survey and interview results, to collect opinions or support a position. 		
Learning Environment(s) (the physical or virtual setting(s) in which learning takes place)	<ul style="list-style-type: none"> Physical: classroom Virtual: Learning platform 	<ul style="list-style-type: none"> Physical Classroom/home: Place of students' choosing, e.g. using tablet in a museum 	<ul style="list-style-type: none"> Physical: classroom/home Virtual: Internet, skype, moodle 	<ul style="list-style-type: none"> Physical: Classroom/home Virtual: Internet, Skype, Moodle 	<ul style="list-style-type: none"> Physical Classroom/home 		<ul style="list-style-type: none"> Physical Online and in the school Virtual
Digital technologies and tools	<ul style="list-style-type: none"> Tablets – ensure activity is more efficient and effective with them, especially as regards supporting collaboration. Could it be done without tablets? Beamer Wallwisher 	<ul style="list-style-type: none"> Cobiss http://www.cobiss.si/cobiss_eng.html use social media platforms and Cloud services to encourage collaboration and joint knowledge creation – see http://net.educause.edu/ir/library/pdf/ELI7092.pdf online calendar and other tools to plan and schedule, organise workflow, and set individual learning goals. 	<ul style="list-style-type: none"> free to use online survey builder (eg Quick survey) documents shared online before meetings 	<ul style="list-style-type: none"> Blogger, Glogster (free online tool) 	<ul style="list-style-type: none"> Skype 		<ul style="list-style-type: none"> Online presentation in the school with beamer, computer Webinar
Roles (teacher, students, parents, experts, etc.)	<p>Teacher: Teacher animates, coaches, online tutor/ mentor – very different from traditional role, requiring teachers to rethink</p>	<p>Teacher: Teacher observes and advises. Students: Students are working on their tasks. In meetings students</p>	<p>Teacher: Teacher observes and advises. Students:</p>	<p>Teacher: Teacher observes and advises.</p>	<p>Teacher: Teacher observes and advises, liaises with experts if necessary.</p>		<p>Teacher: Teacher observes and assesses the work done. Students:</p>

	<p>their management and teaching techniques. He ensures the project does not take up too much time, that all students contribute, and that students learn how to work independently</p> <p>Students: Students participate and get involved.</p>	<p>play different roles, and learn to listen, negotiate, persuade etc.</p>	<p>Students are working on their tasks. Peer learning and peer support between students to help each other, e.g. use tablets, applications.</p>	<p>Students: Students are working on their tasks, e.g. writing and sharing blogs.</p>	<p>Students: Students are preparing and asking questions. Students are writing the answers.</p>		<p>Students present their work and answer questions.</p>
<p>Collaboration, team work</p> <p>Individual work, personalisation</p>	<ul style="list-style-type: none"> • Set up teams – according their interests (written down on the wallwisher) • students choose between the following roles: <ul style="list-style-type: none"> ○ Team Leader – planning the activities and helping each team member complete their work. ○ Team Reporter – reporting on the teams progress and individual progress. ○ Organiser – organising the online tools, meetings and webinar. ○ Lead Researcher – leading most of the research. Each team selects a team name and creates a team blog where they will report their progress. ○ The Team Reporter is in charge of producing progress updates explaining what each of the other team members are doing. 	<ul style="list-style-type: none"> • Distribution of task/roles among team members. Students need to work in teams to carry out the research, and each student in a team needs to take a different role. 	<ul style="list-style-type: none"> • The team members agree on questions/make a selection. 	<ul style="list-style-type: none"> • Each member of the team fulfils his/her work. • Students share opinions, results. 	<ul style="list-style-type: none"> • Students find the right place for the answers in the blog. 		<ul style="list-style-type: none"> • Team presentation of the work done.
<p>Reflection (reflecting upon one’s learning and reporting activity status and progress)</p> <p>Assessment (type, instruments)</p>	<p>Reflection Throughout: importance of formative assessment and progress monitoring, using for example blogs and e-portfolios for learning journals to report their own collaboration skills development. In addition a collective e-portfolio can hold evidence of achievement.</p>	<p>Assessment How much relevant data did students find?</p>	<p>Reflection The Reporter asks each of the team members to record an audio clip of what they have done so far. This is also uploaded to the blog.</p> <p>Assessment Number and relevancy of the questions prepared</p>	<p>Assessment Content of blog/glogster presentation.</p>	<p>Reflection Before the interviews the team has an online collaboration session using on online shared editing tool, that identifies who has made what contribution.</p> <p>Assessment</p>	<p>Reflection Lead Reporter has reviewed the blog and audio reports, provides each student with a progress report, a team report and guidance on what additional work they should do with support materials. Herman has these support meetings regular with each team and builds up a</p>	<p>Assessment Reactions and comments The students’ final grade is based on the contributions they have made, which can be accessed in the project blog.</p>

	<p><u>Assessment</u> Did I involve my students into the dream (e.g. numbers of answers on the wishwall)?</p>		Quality of online survey – technical view (quality of data collection).		Number and content of questions prepared and asked.	<p>progress record for each student. During the meetings the students all agree on who has achieved what, and who needs to make more of a contribution for the following activities, so that everyone makes a good contribution.</p> <p>Lead Reporter guides them to make sure they are critical about the information they receive, and think carefully about whether the sources are reliable and expert</p>	
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Additional comments from advisory board:

- Lithuania: useful examples and guidance can be found here: COLLABORATION: <http://www.emokymasis.com/>; EVALUATION INSTRUMENTS FOR ABILITY TO LEARN ONLINE): <http://mokomes5-8.ugdome.lt/index.php/voratinklis-menu>

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