



Pan-European policy experimentations with tablets
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CCL POLICY MAKER SCENARIO

COLLABORATION & ASSESSMENT

Scenario facts

PROJECT: Creative Classrooms Lab
TOPIC: Collaboration & Assessment

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DEVELOPED: 2nd Mainstreaming workshop 23 May 2014, Brussels

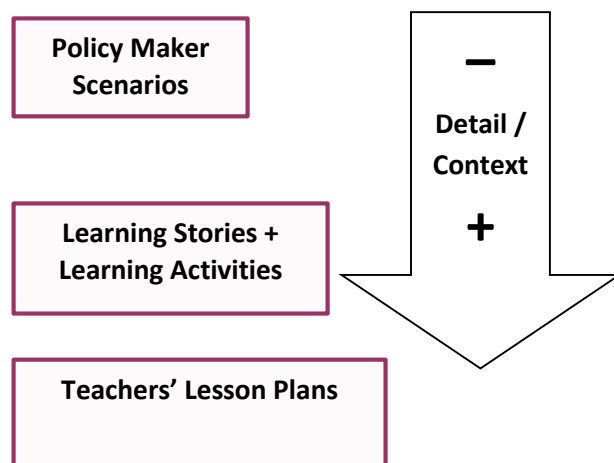
TO BE IMPLEMENTED: Pilot Cycle 2 (October 2014 – January 2015)

BACKGROUND

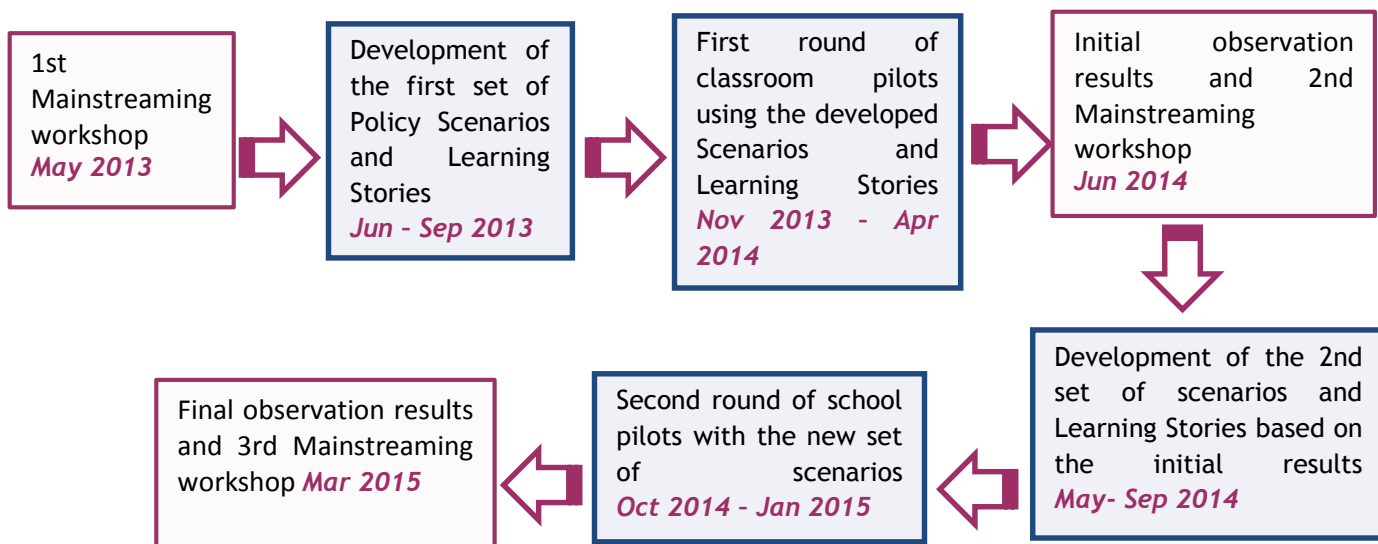
During the second Mainstreaming workshop of the project in May 2014 in Brussels, CCL policy makers developed **three Policy Maker Scenarios** on the topics collaboration & assessment, school-to-school collaboration and liberating learners (independent learners).

On the basis of the Policy Maker Scenarios, policy makers and lead teachers developed **Learning Stories** together during a Pedagogical Scenario Development workshop in June 2014. Finally, all the CCL teachers will derive their **Lesson Plans** from these Learning Stories.

This outcome of this process will guide the CCL teachers in the use of the tablets during the **second round of pilots** starting in October 2014. Hence, this Policy Maker Scenario serves as the basis for the Learning Stories and Lesson Plans guiding the use of tablets on the topic **Collaboration & assessment**.



CCL PROJECT LIFECYCLE



POLICY MAKER SCENARIO: COLLABORATION & ASSESSMENT

THEME OF THE SCENARIO & TITLE

- **Theme:** Collaboration and Assessment
- **Title:** “iGroup” – Tracking the individual progress in a group

CHALLENGES THE SCENARIO IS RESPONDING TO

The challenges are:

- **For teachers:** how to track the individual contribution of a student to the group
- **For students:** feedback and reflection of each students work, how to develop personal competences and analytical/presentation/critical thinking/interact skills

BRIEF DESCRIPTION OF THE SCENARIO

WHAT IS THE MAIN OBJECTIVE?	<ul style="list-style-type: none"> • to explore in the context of the curriculum and subject the possibilities of the media option of a tablet in order to track individual progress (e.g. taking pictures, record audio or video) within a group of peers
AGE LEVEL OF THE STUDENTS	<ul style="list-style-type: none"> • + grade 7
NUMBER OF CLASSROOMS/SCHOOLS INVOLVED	<ul style="list-style-type: none"> • 5

FEATURES OF THE SCENARIO

FIRST IDEAS OF THE SCENARIO IN PRACTICE

ACTIVITIES Define a task with objectives, roles who is doing what and a clear target.	PHYSICAL ENVIRONMENT In school and out of school
PEOPLE & ROLES The teacher defines the task, each student gets a role and tracks his/her progress. Feedback is given within the group and from other students outside of the group. The teacher evaluates the individual progress within the group and the overall group performance.	RESOURCES (INCLUDING TECHNOLOGIES) Tablets and a presentation device, WiFi and internet connection, learning management system for sharing the inputs.

NARRATIVE

Linda is given by her teacher as **task to produce a video** (with the help of her group) about the travel restrictions during world war I. **Her role within her group** is to be the **reporter** for research, storyboard, etc. and documentation/desk research/ interviews/ etc. The group consists of a video maker, a writer of the video script, a coordinator of the group (timetable, organizing the required venue, etc.) and an editor (proof reading).

Linda has to reflect on her own contribution and **to send an interim report** (on pro and cons on the contributions of her peers) on a regular basis to the teacher. The **teacher gives feedback** to Linda and advises her how to tackle group problems and about her performance.

The group has to **discuss the feedback** and **adjust the project** accordingly. Linda's group presents their product to the other groups. Linda's group has to give feedback on the other products and individual performance of group members.

The **teacher gives final feedback** to all groups and each individual student about reaching the target, competences of each student etc.

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