



CPDLab

Continuing Professional Development *Lab*

CPDLab course: Future Classroom Scenarios

Trainer's Guide

Implementation and dissemination of teaching and
learning activities for the future classroom

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CPDLab: FUTURE CLASSROOM SCENARIOS COURSE

Introduction

FCS: implementation and dissemination of teaching and learning activities for the future classroom. To understand a range of innovative and inspiring scenarios for the future classroom and explore how their own school can successfully implement some of these scenarios involving new teaching and learning processes and more advanced pedagogies.

The CPD**Lab** course draws on the Future Classroom Scenario development process, tools and scenarios developed and validated within the iTEC project.

iTEC (Innovative Technologies for an Engaging Classroom, <http://itec.eun.org>) is a large-scale FP7 project. This pan-European project is focused on developing teaching and learning scenarios for the future classroom, involving 17 Ministries of Education and school pilots in over 2,000 classrooms in over 17 countries.

The attached modules are drafted within the course development template approved by the CPD**Lab** project partners and Pedagogical Advisory Board. This was included as part of the Course Development Specification document, which sets out the principles underlying the CPD**Lab** course development. The template is used across all three CPD**Lab** courses.

The course and modules have been through an iterative review process as defined by the project's validation protocol and quality assurance processes involving project partners, subject experts, teachers and steered by the project's Pedagogical Advisory Board.

Course development definitions

Course Specification	Agreed aims and principles behind the CPD Lab course development model. This informs the course design.
Audience and general 'pitch' for course content	<p>The course documents are written for the trainer of the course. Trainers will be expert in the area of the course.</p> <p>The course is pitched in a style that can be followed by teachers, led and supported by the teacher trainer. The CPDLab project was aimed at Secondary level, however much of the content is equally applicable to Primary.</p> <p>The principle focus of the course content is pedagogical-led. There may be some supporting technical training where relevant. However, it is not a technical training course in itself. It assumes average ICT skills. The teacher trainer supports technical questions.</p>
Trainer Guide: Course Plan	<p>The Trainer Guide contains the course plan. It is a single document which contains the course outline and all the course modules. In trainer terms, it is often described as 'the course bible'.</p> <p>It is the document for the course trainer responsible for running the course. It provides the overview (course outline), instructions on running the course, the course modules, reference to the support content and the course activities.</p> <p>The Module supporting content consists of various documents used within each activity. See definitions below.</p>
Course Outline	This provides an overview of the course for the trainer. It contains a visual overview of the course, and information on alternative pathways through the course to help when reviewing and deciding how best to use the course in delivery to meet local needs and circumstances.
Course Module	<p>The course comprises of a number of different modules. For the purpose of the CPDLab course development, it is being designed as a 5 day face-to -face training course to be eligible for the Comenius in-service teacher training grants.</p> <p>The course modules are typically units of half a day (3 hours), within which there are a set of course activities. The 5-day course therefore comprises a total of 10 modules.</p> <p>The modules themselves are designed to sit either individually, or in groups. This is so that, at a national/local level, there is the flexibility to select all or some of the modules depending on local requirements.</p> <p>This means that while the course needs to be developed as a 5 day training course, showing cohesion and progression through the modules, the design itself needs to be flexible to allow for different 'packaging' of modules, or 'entry points' so that national trainers can tailor a two or three day course to suit their participants' needs.</p>

Course Activity	<p>Each module is broken down into a set of course activities. A course activity is where the teachers on the course are involved in some sort of action. There will be a number of different activities within each module, these could include the following examples:</p> <ul style="list-style-type: none"> • Introducing themselves • Exploring resources (video, web-links etc) • Working on a case study • Reflection on work done • Module/Course evaluation <p>Within some Activities a number of options may be offered, the Trainer is free to select activities to use their course participants and their timeframe.</p>
Course support content	<p>The course activities consist of various documents used within each module as set out in the trainer guide. Together they are referenced as 'course support content'. The documents are stored and available separately.</p> <p>The course support content enables the trainer to deliver a complete course. However, It is recognised that experienced trainers will have their own supporting content, in which case, the structure is flexible to allow for exchange to better suit the needs of local audiences and/or provide local context, national language resources, more up to-date examples.</p>

FCS course: Authors and Acknowledgements

The development of the FCS course has been jointly led by CPD**Lab** project partners, FNBE and the University of Oulu, working together with European Schoolnet (EUN).

This course has been made possible through the hard work and commitment of many. A particular vote of thanks go to:

- Lead authors: Juha-Matti Turpeinen, Pasi Kurttila, and Markku Lang (UOULU); and Will Ellis, Bart Verswijvel, and Rute Baptista (EUN).
- The authors of the two toolkits developed within the iTEC project, that are used within the course: "Eduvista: The Future Classroom Scenarios Toolkit" developed by Futurelab/NfER; and "Edukata: The Innovative Learning Activity Design Toolkit" developed by Aalto University. The final versions of these toolkits will be published at a later date following validation within the iTEC project.
- Contributions the UNESCO ICT Competence Framework for Teachers (UNESCO 2011): Lisbon University, Institute of Education.
- Course reviewers including: CPD**Lab** project partners, Pedagogical Advisory Board members, and last but not least, the expert teachers from each of the project partners who worked to support the course development through validation and piloting in their own schools and classroom.

We hope you enjoy and get much value from the course.
September 2013

FUTURE CLASSROOM SCENARIOS COURSE OUTLINE

Course name:	Future Classroom Scenarios
Author:	Oulu University (Juha-Matti Turpeinen, Pasi Kurttila, Markku Lang) & European Schoolnet (Will Ellis, Bart Verswijvel)
Date:	3 rd September 2013
Version number:	7.1
Note to Trainers:	<p>Slide presentations are included in most modules. The main purpose of such presentations is to tie the content, links, activities and videos listed in the Course together in one place for the convenience of a trainer. Each presentation contains in-built pauses for videos, discussions, breakouts, hands-on activities and demos and while slide presentations are provided in modules, they are not meant to be prescriptive. Local trainers delivering the course or a number of modules can adapt and update the content to use with their audience as they see fit.</p> <p>Due to the ever changing nature of the Web, links will change. Trainers should check links before use and also add local and more current links as required to keep the course current and relevant.</p> <p>Trainers should use and be able to help participants set-up collaborative interactive tools like Social bookmarking accounts, Online forums, Twitter and similar. It is important to help participants use these digital tools safely, to help dispel some of the culture of fear that can exist around their use. Understanding how to use social media tools to enhance teaching and learning during the course will enable the participants to help their students become safe, literate and ethical users of the Internet for learning, life and work.</p> <p>It is essential that that the group have access to a shared social online learning space during the course to enable the participants to share resources and enjoy the potential of the Internet and active learning. Local trainers should consider setting up a group online space (e.g. Moodle, Schoology..) to share the course content supporting documents, provide an online forum and a learning reflection area. An LMS will encourage participants to share their own resources and engage in active, participatory social learning.</p>
Introduction:	<p>It is of key importance that schools across Europe adopt more advanced pedagogical models and that teachers are equipped with the competences required in order to implement prospective scenarios for the schools of tomorrow and the future classroom. New forms of engagement involving the use of ICT will be necessary for both teachers and pupils in order to successfully design the future classroom for a post-industrial society and for innovative use of ICT to be taken to scale. CPDLab will design and offer an innovative course for teachers and head of schools which will be developed in line with the results of the iTEC project which is a flagship FP7 project developing designs for the future classroom.</p>

Overview:	<p>The course aims to help the teacher to reflect on current teaching practices and to develop ideas and approaches for a diverse and developing educational landscape.</p> <p>The course has, primarily, been designed for delivery within the Future Classroom Lab of European Schoolnet. It comprises a five-day period of collaborative knowledge and competency building.</p> <p>The FCS (Future Classroom Scenario) 5-day training programme will equip teachers for the practical classroom delivery of iTEC learning activities and the skills to use them effectively. Learning activities are designed to be easy to adopt and apply, whilst challenging learners and teachers to try new approaches to learning and assessment, and to develop the appropriate skills and competencies for the future classroom.</p>
Who can attend the course:	<p>The 5-day course has been designed to be delivered in the Future Classroom Lab, Brussels to: teachers/ train-the-trainers/school leaders/management responsible for the delivery of teacher CPD programs at the National/Local Level.</p> <p>Future local trainers will be able, because of the modular structure to re-purpose a selection of modules appropriate for different audiences e.g. classroom teachers, school leaders and policy makers.</p> <p>The participants should have intermediate skills in using ICT. They should also have an interest in developing advanced competencies in the design and configuration of innovative, technology enhanced, learning approaches, and in the effective use of new technologies in education.</p> <p>The course should be of particular interest to teachers with a responsibility for curriculum development or the introduction and effective use of new approaches and technology. Teachers with an interest in moving into such roles of responsibility will also find the course of value.</p>
Course objectives:	<p>After the completion of the 10 modules, participants should :</p> <ul style="list-style-type: none"> • appreciate the innovative use of technology to support 21st century skills in the classroom, exemplified by using the iTEC TeamUp tool to form collaborative groups. • evaluate the capability of an educational “technical setting”. • Identify and explore the potential capability offered by technologies in the future classroom, and the pedagogical approaches they support. • be familiar with the iTEC project, its working methods and goals. • start to develop visions for the future classroom. • understand the role “Eduvista: The Future Classroom Scenario Toolkit” can play in supporting the introduction of innovative pedagogical approaches, and how the development of Future Classroom Scenarios can support the design of the future classroom. • have an understanding of what a Future Classroom Scenario is and the Selection Criteria used in the development process. They should be able to use the Selection criteria to assess the quality of a Future Classroom Scenario. • discuss possible visions of learning in the future, stimulated by the scenarios they have reviewed. • identify trends that are likely to have an impact on the future classroom.

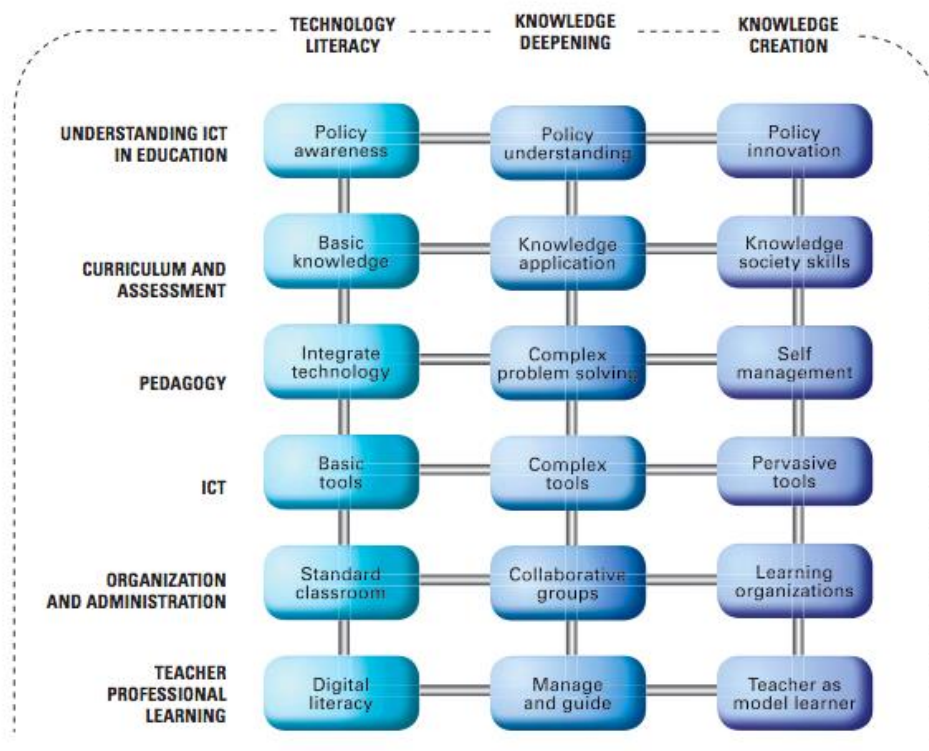
	<ul style="list-style-type: none"> • identify and use a variety of information sources for establishing trends likely to have an impact on the future classroom. • explain how trends they have identified can be used to describe the key features of a Future Classroom Scenario. • complete a Future Classroom Scenario that responds to the trends previously identified and prioritised. • critically evaluate their own work to produce a Future Classroom Scenario, and decide how they can use the techniques they have used in support of their school development plans. • access and explore iTEC technologies (Shells and widgets). • generate ideas for making use of technologies to support innovative and advanced pedagogical approaches. • make use of an iTEC Shell to find and create widget tools which they can use to add innovation to their lessons. • understand the role “Edukata: The Innovative Learning Activity Design” can play in designing Learning Stories and Activities, and how they can be used to introduce advanced pedagogical practices into the classroom. • understand how other teachers have used Learning Stories and Activities to improve their teaching practice, and make effective use of technology. • select appropriate technologies for the delivery of Learning Activities, and explain the value of this to others. • collaboratively identify activities and challenges within Future Classroom Scenarios • identify different activities and challenges for the delivery of Future Classroom Scenarios through collaboration with others • select a set of Learning Activities and challenges for a particular scenario • identify tools and resources to use in a Learning Activity to enhance delivery and tackle challenges • produce a final documented Learning Activity for implementation and sharing (using the Composer tool) • understand how to compose a Learning Story either on paper or using the Composer tool • Plan and deliver a group presentation of a Learning Scenario or Learning Activities • Form ideas for innovation based on other practitioners presentations • Reflect on what has been gained from the course and plan how this will be used to introduce innovative and engaging approaches to Learning and teaching.
Progression of skills and competencies:	Reference separate section immediately below this table – ** Future Classroom Scenarios – teacher competencies.
Programme of the training activities (day by day):	The complete Course Programme can be found below.
Different pathways through the course:	The course forms a compact five-day programme. The modules have been designed to be independent as much as possible to allow flexibility in delivery. It is, therefore, possible to tailor the course to the needs of participants.

	<p>Module 1 is an introductory module. It can be used alone or as an initiation set of activities for any other combination of modules. Modules 2-4 focus on development of innovative scenarios and it is advisable to deliver these three modules as a package in the specified sequence, either as a discrete course or combined with other modules.</p> <p>Modules 5 and 6 are quite independent, dealing with related but separate topics of learning technology and learning activities. They can be delivered alone or in combination with any other modules. Module 6, in particular, would provide a good introduction to modules 7-9.</p> <p>Modules 7-9 cover learning activities and their design in more depth and it is advisable to deliver them as a package in the specified sequence.</p> <p>Module 10 provides a set of conclusion activities for the course. Module 10 could be used as a conclusion to a shorted course containing either modules 2-4, or 7-9, or the full course involving all ten modules.</p> <p><u>Recommended shortened pathways through the course are as follows:</u></p> <p>For teachers interested in exploring new ideas for the classrooms based on FCS Learning Stories and Activities:</p> <ul style="list-style-type: none"> • Modules 1, 5 and 6 – delivered over 1.5-2 days face to face. <p>For teachers, and those supporting teachers, interested in the use of widgets:</p> <ul style="list-style-type: none"> • Module 5 - delivered over a half day either face to face or self directed with possible webinar. <p>For teachers interested in developing their own innovative Learning Stories and Activities:</p> <ul style="list-style-type: none"> • Modules 8-10, delivered over 1.5-2 days face to face, with modules 1 and 10 also recommended for an additional day. <p>For teachers and managers interested in developing inspirational visions for curriculum development, technology deployment and use and school development:</p> <ul style="list-style-type: none"> • Modules 2-3, delivered over 1.5 days face to face, with modules 1 and 10 also recommended for an additional day.
Type of certification of attendance awarded:	The participants should receive a certification of attendance on the last day of the course. Formal accreditation varies by country.

****Future Classroom Scenarios – teachers competences**

For the identification of teachers' competences involved in the 10 modules of the Course 'Future Classroom Scenarios', the UNESCO ICT Competence Framework for Teachers (UNESCO 2011) was used. This framework, used as a reference for teachers' continuous professional development in iTEC, consists of competence statements in six domains of teachers' work: 1. Understanding ICT in education, 2. Curriculum and assessment, 3. Pedagogy, 4. ICT (digital literacy skills), 5. Organisation and administration, and 6. Teacher professional learning. There are three levels: Technology literacy

(TL), Knowledge deepening (KD) and Knowledge creation (KC). The FCS courses focus on developing competences at the two higher levels, and assume basic technological literacy.



The table below lists the statements relevant to the FCS course in each of the six domains and at the three levels.

UNESCO framework dimensions	Teachers will be able to develop the following competences:
1. Understanding ICT in education	<p>TL.1.a. - Identify key characteristics of classroom practices and specify how these characteristics serve to implement policies</p> <p>KD.1.a. - Explain and analyze the principles of using ICT in education. Describe how these principles can be put into practice in their own teaching. Analyse what issues arise in implementing these principles and how those issues can be addressed.</p> <p>KC.1.a. Design, implement, and modify school-level education reform programmes that implement key elements of national education reform policies.</p>
2. Curriculum and assessment	<p>KC.2.c. - Design units of study and classroom activities that integrate a range of ICT tools and devices to help students acquire the skills of reasoning, planning, reflective learning, knowledge building and communication.</p>
3. Pedagogy	<p>TL.3.b. - Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge.</p> <p>KD.3.e.- Structure unit plans and classroom activities so that open-ended tools and subject-specific applications will support students in their reasoning with, talking about, and use of key subject matter concepts and processes while they collaborate to solve complex problems.</p>

4. ICT (digital literacy skills)	<p>KD.4.a.- Operate various open-ended software packages appropriate to their subject matter area, such as visualization, data analysis, role-play simulations, and online references</p> <p>KC.4.a. - Describe the function and purpose of ICT production tools and resources (multimedia recording and production equipment, editing tools, publication software, web design tools) and use them to support students' innovation and knowledge creation</p>
5. Organisation and administration	<p>TL.5.c. - Identify the appropriate and inappropriate social arrangements for using various technologies</p>
6. Teacher professional learning	<p>TL.6.b. - Use ICT resources to support their own acquisition of subject matter and pedagogical knowledge.</p> <p>KD.6.a. - Use ICT to access and share resources to support their activities and their own professional learning.</p> <p>KC.6.c. - Continually evaluate and reflect on professional practice to promote innovation and improvement</p> <p>KC.6.d. - Use ICT resources to participate in professional communities; share and discuss best practice in teaching.</p>

FUTURE CLASSROOM SCENARIOS: OUTLINE PROGRAMME

Module	Title	Duration
Day 1	The Future is here	
1	The Future is here - Introduction Welcome, introductions and presentation of the agenda. Examples of changing teaching environments, roles, tools. Presentations and discussions of own schools. Tour and group working in Future Classroom Lab.	3h
2	The Future Classroom and a foresight approach Overview of the ITEC project's approach to development of Future Classroom Scenarios with examples for inspiration. Group activity based on assertions on future working methods and environments.	3h
Day 2	Imagine your Future	
3	Educational landscape in the future Changing educational landscape, changing teaching pedagogy supported by technology, student-centred learning, projects. Using trends to inspire Future Classroom Scenarios	3h
4	Working with scenarios Eduvista: The Future Classroom Scenarios Toolkit, exploring how to use it, working in groups with developing Future Classroom Scenarios.	3h
Day 3	Tools for the future	
5	Tools for Future Classroom Scenarios An introduction to future classroom technologies coming out of the iTEC future classrooms project - shells and widgets. Training on the use of the iTEC technologies, practical, hands-on activities using the shells and widgets.	3h
6	My Learning Story Making use of the learning activities and learning stories based on Future Classroom Scenarios. Practical experience of advanced innovative practice.	3h
Day 4	Learning Stories and Activities	
7	Different Educational Settings Setting personal targets and developing personalised work plans for different educational setting.	3h
8	Learning Activities and Design Challenges Introduction to Edukata: The Innovative Learning Activity Design Toolkit for schools, guiding teachers through the delivery of future learning stories and activities.	3h
Day 5	Future School Practices	
9	Composing Learning Stories and Activities Applying Edukata: The Innovative Learning Activity Design Toolkit in your school, working through practical examples in groups.	3h
10	Conclusion Presentations of scenarios and future learning activities developed by groups, peer review and feedback, planning for the future back at school. Evaluation feedback on the course, with course trainer.	3h

Future Classroom Scenarios – course outline

	Day 1	Day 2	Day 3	Day 4	Day 5	
Me and my school	The Future is here	Imagine your Future	Tools for the future	Learning Stories and Activities	Future School Practices	Me and my school
	Introduction (module 1)	Educational landscape in the future (module 3)	Tools for Future Classroom Scenarios (module 5)	Different Educational Settings (module 7)	Composing Learning Stories and Activities (module 9)	
	2 Videos: -Me as an educator -My teaching environment	Video of work, competences and learning in future	Developing Scenarios	Developing the Learning story	Future School Practices	
	The Future Classroom and a foresight approach (module 2)	Working with scenarios (module 4)	My learning Story (module 6)	Learning Activities and Design Challenges (module 8)	Conclusion (module 10)	



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Training Manual and Resources

Course: Future Classroom Scenarios

Module 1: The Future is here - Introduction (FCS 1.0)

FCS 1.0: THE FUTURE IS HERE - INTRODUCTION

CPDLab Course:	Future Classroom Scenarios
Module Number:	FCS 1.0
Module Title:	The Future is here - Introduction
Pre-module requirements:	<p>The participants should have intermediate skills in using ICT and must have an interest in using innovative approaches in the classroom using technology.</p> <p>The participants will be asked to make two short films (about one-two minutes long) of their own teaching environment and an interview of themselves as an educator. The first film should be without explanations and only with natural voices. It also should include pupils and students and at least one colleague. A guidance document will be provided to the participants when they are accepted on the course.</p> <p>The films will be sent to trainers (file or web link) before the course as starting level indicators of the participants experience and will be used as a tool for planning the course.</p> <p>Participants should familiarize themselves with the course and its contents before its start and will be asked to make a mind map on their thoughts and expectations for the FCS course.</p> <p>(A mind map template, with guidance on its completion, will be sent to the participants before course.)</p> <p><i>FCS1.0 is an example letter to be sent to participants providing pre-course guidance, along with an expectations mind map to be completed.</i></p>
Length:	3 h
Venue and structure of module:	This is a face-to-face module. Throughout the session, participants will be encouraged to have 'hands-on' experience. There is also a lot of discussion and group work on the subject. Participants are encouraged to bring their own laptop.
Organisation and layout of rooms required:	It should be possible for the trainer to present to the whole group and the participants will need break out areas to work in small groups of 3-4.
Overview of module:	<p>This module can be delivered alone, or as the introductory module to the Future Classroom Scenarios course, including one or more additional modules.</p> <p>Module one, "The Future is here", provides an introduction to the work carried out under the EC supported iTEC project. The project has provided teachers with innovative and inspiring ideas and technologies which have the potential for widespread use in European Schools. In this session the TeamUp tool, produced and tested within the first year of the iTEC project is used to organise the participants into groups. In this activity participants will be able to share experiences of their current working environment and collaboratively develop ideas about the future classroom, and start to consider how technology such as TeamUp can support innovative teaching approaches.</p> <p>Participants will compare their current technical settings with those of others and develop ideas around the current opportunities and constraints their technical</p>

	setting provides. To further investigate these ideas, the participants are allowed to explore a range of technologies within the EUN Future Classroom Lab, and learn how these technologies could be put to effective use.
Aims and Objectives of module:	<p>This introductory module should ensure that participants feel comfortable and able to collaborate effectively and share experiences and innovative ideas.</p> <p>After the completion of the module participants should be able to:</p> <ol style="list-style-type: none"> 1. appreciate the innovative use of technology to support 21st century skills in the classroom, exemplified by using the iTEC TeamUp tool to form collaborative groups. 2. evaluate the capability of an educational “technical setting”. 3. Identify and explore the potential capability offered by technologies in the future classroom, and the pedagogical approaches they support.
Teachers’ competences:	<p>TL.1.a. Identify key characteristics of classroom practices and specify how these characteristics serve to implement policies</p> <p>KD.1.a. Explain and analyze the principles of using ICT in education. Describe how these principles can be put into practice in their own teaching. Analyse what issues arise in implementing these principles and how those issues can be addressed</p> <p>KC.4.a. Describe the function and purpose of ICT production tools and resources (multimedia recording and production equipment, editing tools, publication software, web design tools) and use them to support students’ innovation and knowledge creation.</p> <p>KD.6.a. Use ICT to access and share resources to support their activities and their own professional learning</p>
Progression of skills and competences in this module:	Participants will use, consolidate and develop ICT competences in the areas described above.
Resources Required:	<p>Laptops/tablet connected to the internet for everyone, IWB for each group, data projector and laptop for the trainer.</p> <p>The module is specifically designed for delivery in the EUN Future Classroom Lab in Brussels (http://fcl.eun.org/welcome), or similar facility.</p>
Trainer(s) required:	Trainer should have knowledge of the iTEC project. The trainer must also be familiar with the use of the TeamUp tool to create teams and work with them.
Book/Web References	<p>Reference to the iTEC Project:</p> <ul style="list-style-type: none"> • Future classroom lab http://fcl.eun.org/ • iTEC project website: (http://itec.eun.org) • iTEC Intermediate public report (to be added) • TeamUp tool (http://teamup.aalto.fi/) <p>Additional reference material:</p>

	<ul style="list-style-type: none"> • http://www.nmc.org/publications/2012-horizon-report-k12 (Short list) • http://insight.eun.org/ww/en/pub/insight/school_innovation/learnenv/scuole_2_0_invites_innovative_.htm • 2011 Report: Efforts to Increase Students' Interest in Pursuing Science, Technology, Engineering and Mathematics Studies and Careers • PEDAGOGY AND ICT USE IN SCHOOLS AROUND THE WORLD: FINDINGS FROM THE IEA SITES 2006 STUDY http://sites.cite.hku.hk/doc/SITES2006-CITE-Seminar080310.pdf
Assessment Options:	Participants should be able to describe on element of their experience in this module that has the potential for bringing innovation to their classroom e.g. a new technology and/or new pedagogical approach such as TeamUp, something learned from a fellow participant, or experienced in the Future Classroom Lab.
Post-module follow-up	<p>The mind map which was made before the course was designed to structure the participants' expectations.</p> <p>If the course includes module 10 the mind map is used to describe the participants' expectations in three dimensions.</p> <ol style="list-style-type: none"> 1. Which expectations were met? 2. Which expectations were not met? 3. Which unexpected things happened during the course? <p>The participants can use this kind of working method to assess training and educational packages in their own work.</p>
Different pathways through the module	
Delivery options at National/local level	The module could be delivered outside of the EUN Future Classroom Lab in Brussels if a similar facility is present. This could be a technically advanced school. Alternatively the third activity could be delivered by the trainer providing innovative technologies similar to that held in the Future Classroom Lab, or simply showing video materials of these technologies in use.
Activity 1.1	Forming teams (Warm up exercises)
Length	60 min
Objective	<p>To get to know the participants in small groups and discuss the importance of the working environment for teachers and students.</p> <p>Participants should be able to appreciate the innovative use of technology to support 21st century skills in the classroom, exemplified by using the iTEC TeamUp tool to form collaborative groups.</p>
Description	<p>The trainer introduces him/herself and welcomes the participants to the course. The day starts with warm up exercises</p> <ol style="list-style-type: none"> 1) Tell me who you are and what is the most beautiful place you have ever visited? 2) What would be the best room/space for you to work in as a teacher?

	<p>First questions in the warm-up exercise lead to a discussion of learning space and the concept of learning space. More specific questions can be:</p> <ul style="list-style-type: none"> • How many schools have you worked in? • Did you get to influence the design of the school? • In how many ways can you use school spaces/premises? • What is the acoustics / lighting / indoor air like in your school? • Which other facilities are available to the students in addition to the classroom? • Do you have enough space for teaching purposes? • What kind of technology is in use in your school and what is it used for? • What is a good space for learning? <p>About 25 min are allowed for the discussion. The results of the discussion will not be summarized.</p> <p>The Team Up tool is used to profile participants and form heterogeneous group so that each group has as many nationalities as possible. (Group size 3-4).</p> <p><u>Activity content/Guidance note</u></p> <p>The trainer must have the basic details about the course participants (name, country, gender, subject(s) taught) so s/he can create profiles for the participants in TeamUp. The trainer creates the profiles in TeamUp before the course.</p> <p>If this module is delivered as part of a course, including other modules, then the trainer should take time to briefly introduce the other modules to be covered.</p> <p><u>Resources</u></p> <p>FCS1.1 Provides detailed guidance to the trainer on how to use TeamUp. It also provides background information on how TeamUp was designed to support advanced pedagogical approaches and overcome teaching challenges. The document also provides guidance on completion of the activity if it is not possible to use TeamUp. The document should be provided to participants so that they can use TeamUp after the completion of the module.</p>
Activity 1.2	Me and my school
Objective	To get to know the participants and their own working environments. Be able to evaluate the capability of an education "technical setting"
Length	60 min
Description	<p>In this activity the participants work in the groups they were arranged in using TeamUp.</p> <p>The Videos made in advance are used as a tool for the introductions.</p> <p>Each participant first presents his/ her own interview to his/her group. The interview helps the group members to learn to know the main things about each other. After this, in the second round, each one presents his/her working environment, emphasising the features of their "technical setting" (what technologies they have</p>

	<p>available to them). After these presentations, they discuss the similarities and differences in their working environments.</p> <p>Each participant should be asked to reflect on what they have seen and document the main strengths of their working environment and also areas for further development. These can be either written or recorded using TeamUp.</p> <p>Participants should consider strengths of others classrooms as areas for their own development and weaknesses of others environments as the strengths of their classroom.</p> <p>The following aspects of their working environment:</p> <ul style="list-style-type: none"> • Technologies and access to the internet • Traditional teaching resources • The physical environment (temperature, light, space, acoustics) • Physical space and furniture and positions of learners and teacher • Support from other colleagues and technicians. <p><u>Activity content/Guidance note</u></p> <p>The participants can present their films for the rest of the group using their own laptops/tablet computers. The trainer should prepare by ensuring there is sufficient space in the training venue for this group activity.</p> <p>If participants are going to participate in modules 7-9, it may be useful to allow them to register their “technical setting in the composer at this stage”.</p>
	Coffee break 15 min
Activity 1.3	Future Classroom
Length	60 min
Objective	Participants will Identify and explore the potential capability offered by technologies in the future classroom, and the pedagogical approaches they support.
Description	<p>First the participants will have brief guided tour of the Future Classroom lab, presenting the various learning zones.</p> <p>After or before the short tour of the FCL the trainer can gather the participants to the Investigate zone for a short presentation and film on the FCL. The Trainer can also provide the brochure about the FCL. The following film can be used as an initial introduction: http://youtu.be/6iAjc4VdVPE Participants will be given also brochures of the FCL.</p> <p>Each of the groups of participants is allocated a learning zone to explore in further depth. Each participant should be asked to reflect on what they have seen and document the any ideas they have formed regarding their own teaching practice. These can be either written or recorded using TeamUp.</p> <p><u>Resources</u></p>

	FCS1.3 Provides the participants with a short activity for each of the Learning Zones. Each activity allows the participants to collaboratively develop an understanding of pedagogical approaches that the Learning Zone supports.
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Level Three: Course Support Content

Summary of the supporting documents required by the trainer to run the various activities and referenced in the above module. These are currently available as separate document, but as the course is finalised, they will be available through embedded document links where possible and through the training course content store.

Course/Module/Activity	Course Support Document
FCS 1.0	Example letter to be sent to participants providing pre-course guidance, and expectations mind map.
FCS 1.1	TeamUp guidance.
FCS 1.3	FCL Learning Zones Activities.



Training Manual and Resources

Course: Future Classroom Scenarios

Module 2: The Future Classroom and a foresight approach (FCS 2.0)

FCS 2.0: THE FUTURE CLASSROOM AND A FORESIGHT APPROACH

CPDLab Course:	Future Classroom Scenarios
Module Number:	FCS 2.0
Module Title:	The Future Classroom and a foresight approach
Pre-module requirements:	<p>It is advisable, but not essential for participants to have completed module one. In this module participants will have thought about their own teaching and their current working methods and environments. Participants do not need to be skilled in the use of technology in the classroom, but should be familiar with some technologies that can be used in learning and teaching.</p> <p>This module, along with modules 3 and 4, is particularly aimed at teachers who have a role in school development activities. This could include, as an example, teachers with an ICT coordination remit or involved in staff development or curriculum development.</p> <p>Participants should be provided with Eduvista in advance of the course and asked to read the “Background” and “Toolkit Overview”.</p>
Length:	3 h
Venue and structure of module:	<p>This module involves trainer led activities and group work. The group work is intended to provide opportunities for sharing ideas about pedagogical approaches in the classroom.</p> <p>The module is particularly suited to delivery in the EUN Future Classroom Lab or similar facility, to stimulate ideas on the use of technology in the future classroom.</p>
Organisation and layout of rooms required:	<p>The trainer will require access to an IWB (or projector) and computer. The room should allow whole group presentation and working in groups of 4.</p> <p>The trainer will also need to be prepared to include a guest speaker in person or via videoconferencing such as Skype.</p>
Overview of module:	<p>The module first introduces the ITEC project’s approach to scenario development and its main goals, concerning an innovative process for involving stakeholders in collaboratively drawing conclusions on the future classroom.</p> <p>Next, the process of the development of Future Classroom Scenarios is presented with a concrete example</p> <p>Following this is a group discussion based on various assertions on what future working methods will be like, what kind of competences they will require and which study methods are needed to achieve those competences. Work on assertions takes place in groups.</p>
Aims and Objectives of module:	<p>This module is the first of three covering the development of Future Classroom Scenarios, in a process described by Eduvista. The module is intended to ensure that participants are familiar with the iTEC project, its working methods and goals. The participants start to develop visions for the future classroom, following which, they discuss and analyse them and their impact on the future school environment.</p>

	The module (along with modules 3 and 4) works through parts of the toolkit in order to demonstrate how the participants may use these techniques in their own school.
Teachers' competences:	<p>TL.1.a. - Identify key characteristics of classroom practices and specify how these characteristics serve to implement policies.</p> <p>KD.1.a. - Explain and analyze the principles of using ICT in education. Describe how these principles can be put into practice in their own teaching. Analyse what issues arise in implementing these principles and how those issues can be addressed.</p>
Progression of skills and competencies in this module:	Participants will use, consolidate and develop ICT competences in the areas described above.
Resources Required:	Computer with internet connection and data projector for the trainer. Packs of the iTEC Future Classroom Scenarios Toolkit, one for each participant. Video conferencing tools such as Skype, Adobe connection pro, etc., if iTEC teachers are to be involved and cannot appear locally.
Trainer(s) required:	Trainer has to have a good knowledge of the iTEC project and scenarios. They must also be very familiar with Eduvista: The Future Classroom Scenario Toolkit and confident in explaining its purpose and use.
Book/Web References	iTEC project http://itec.eun.org/web/guest/about
Assessment Options:	Participants could be asked to select an existing Future Classroom Scenario (such as one produced within the iTEC project) and use the scenario selection criteria to identify qualities that make it suitable for the future classroom.
Post-module follow-up	<p>Participants should identify key stakeholders and communities that they could involve in Future Classroom Scenario development. This follow activity should be guided by Eduvista: The Future Classroom Scenario Toolkit resources covered in this module.</p> <p>It would be particularly beneficial if the participants could be encouraged to form their own network and community or practice following the completion of the course.</p>
Different pathways through the module	
Delivery options at National/local level	<p>This module could be delivered at a national/local level. However, like all CPD, there can be further advantage in bringing colleagues together who are from different regions/countries to share knowledge and experiences. Equally, after the course, the trainer could provide a follow up webinar to allow participants to share ideas. There may also be an advantage in bringing colleagues together who are working on a similar theme or materials.</p> <p>Eduvista covered in Modules 2-4, has been designed to allow education stakeholders to form reliable assertions about future educational practices. This process could be used at a local level by a school going through a change process or considering investment. Equally the toolkit could be used at a regional or national level to inform larger scale policy decisions and investment.</p>

Activity 2.1	Overview of the iTEC project and Future Classroom Scenarios
Length	60 min
Objectives	Participants should understand role Future Classroom Scenarios can play in supporting the introduction of innovative pedagogical approaches, and how the development of Future Classroom Scenarios can support the design of the future classroom.
Description	<p>Led by the trainer, the ITEC project, its goals and scope are discussed briefly, in order to introduce the concept of the Future Classroom Scenarios, based on the iTEC scenarios.</p> <p>The trainer should use the following resources from the iTEC Future Classroom Scenarios (FCS) toolkit to provide an overview of the process. In particular the trainer should refer to the diagrammatic overview throughout the course, to ensure that participants understand the relationship between the different activities. Participants should be advised that the objective of the next three modules is to give them an understanding of how they may use Eduvista.</p> <p>Eduvista: The Future Classroom Scenario Toolkit</p> <ul style="list-style-type: none"> Using the FCS Toolkit <p>The video “iTECItalianClassroom1” can be used as an example of a Future Classroom Scenario deployed in the classroom. This can be used for a general discussion on what appears to be engaging or innovative in the film.</p> <p>The participants should be organised into groups of 4 using TeamUp (described in module 1) for the following activities (in this module and modules 3 and 4 if covered). Each member of the group with act as a different “1st degree stakeholder”, as described in the toolkit, for the purpose of the training activities. In this exercise the trainer should explain the role of stakeholders as described in Eduvista, Toolset 1 – Tools for involving key stakeholders.</p> <p>The following stakeholders are recommended for this exercise:</p> <ul style="list-style-type: none"> Parent or learner – representing the views of society Teacher – representing the pedagogical expert Policy maker or Head Teacher – representing policy agendas Technology provider – providing insight into technology advancements. <p>The discussion should also introduce the role of communities in the process as described in Eduvista, Toolkit Activity 1.4</p> <p><u>Resources</u></p> <p>Eduvista: The Future Classroom Scenario Toolkit:</p> <ul style="list-style-type: none"> Using the FCS Toolkit Toolset 1 – Tools for involving key stakeholders <p>The following video provides an introduction to the project:</p> <p>http://www.youtube.com/watch?v=W3vmqslmwVQ&feature=player_embedded</p>

	<p>Video: iTECItalianClassroom1.mp4 http://www.youtube.com/watch?feature=player_embedded&v=EAfZdLctkDk</p> <p>Background information on iTEC scenarios can be found here: http://itec.eun.org/web/guest/scenario-dev</p> <p><u>Activity content/Guidance note</u></p> <p>The trainer should explain that this module (and modules 3 and 4, if covered) cover the design of Future Classroom Scenarios, guided by Eduvista: The Future Classroom Scenario Toolkit produced in the iTEC project.</p> <p>The trainer is advised to provide participants with Eduvista at the beginning of the module. In this module the trainer must be aware that several new, and potentially confusing, terms are introduced and should be carefully explained. Use of the FCS Glossary of Terms is advised. It is not necessary for the participants to read the toolkit information provided during the module. These are intended to act as reference materials outside of the course.</p> <p>To help the participants get into character a prop or item of clothing may be used.</p>
Activity 2.2	Different visions of the Future Classroom
Length	60 min
Objectives	<p>The goal is to give stimuli for future classroom thinking and the development of Future Classroom Scenarios.</p> <p>Participants should have an understanding of what a Future Classroom Scenario is and the Selection Criteria used in the development process. They should be able to use the Selection criteria to assess the quality of a Future Classroom Scenario.</p>
Description	<p>Participants should be provided with access to copies of existing scenarios, previously produced in the iTEC project. The trainer should refer to Eduvista: Toolset 6 – Tools for adapting existing Scenarios, including the selection of existing scenario narratives. Participants should be given some time to familiarise themselves with one or two scenarios.</p> <p>Each of the groups of 4 will be allocated one of the dimensions from the Tool 5.1 – FCS Design and selection criteria. The role of the criteria should be described with reference to Eduvista: Toolset 6 – Tools for adapting existing Scenarios, and the participants should be given time to understand the criteria and ask questions to clarify their understanding.</p> <p>The video “OutdoorStudyProject” should be shown and each group should be given a few minutes to agree how well the scenario meets the selection criteria. Following this each group should feedback their views. Each group will be required to explain</p>

	<p>how well the Outdoor Study project Scenario meets the Scenario Selection Criteria they were allocated.</p> <p><u>Resources</u></p> <p>Eduvista: The Future Classroom Scenario Toolkit:</p> <ul style="list-style-type: none"> • Tool 5.1 – FCS Design and selection criteria • Toolset 6 – Tools for adapting existing Scenarios <p>Video: OutdoorStudyProject.MOV http://www.youtube.com/watch?v=jLeIqa8h4eo</p> <p>iTEC Scenario bank: http://itec.eun.org/web/guest/scenarios</p> <p><u>Activity content/Guidance note</u></p> <p>The trainer should emphasise that the scenarios are intended to provide innovative pedagogical approaches using technology effectively. They are pedagogically led, not technology led – effective use of technology is a critical innovation in all of them.</p>
Activity 2.3	“Stimulation Through Assertions”
Length	60min
Objective	The participants discuss possible visions of learning in the future, stimulated by the scenarios they have reviewed.
Description	<p>Through “Stimulation through assertions” the participants get a chance to consider their own views of the future, and compare them with the other group members’ views. This discussion is carried out in the groups of 4, where participants should also try and reflect the opinions of the stakeholder they represent, defined in activity 2.1.</p> <p>The activity progresses as follows:</p> <ol style="list-style-type: none"> 1. The groups are given a certain number of assertion cards and one counter per participant. 2. Each group member reads an assertion in turn and places the card in the middle of the table. 3. After thinking for a moment the group members simultaneously put their counters on the table. The closer to the middle of the table, the more they agree with the assertion. 4. Each participant in turn gives the reasons for his/her opinion to the other group members. 5. After everyone has stated their reasons, the group discusses together and attempts to arrive at the group’s joint opinion about the assertion. <p>To end the activity and module the trainer should ask each group to feedback their opinion on which assertion they most agree with.</p> <p><u>Resources</u></p> <p>FCS2.3 Stimulation through assertion cards.</p>

	<p>Counters.</p> <p><u>Activity content/Guidance note</u></p> <p>It should be made clear that this activity is not part of Eduvista, but that it has been introduced into the course to stimulate discussion among participants.</p> <p>The trainer may wish to create his/her own assertion cards.</p> <p>For a linkage to module 3, the trainer should explain how these assertions, put forward by different stakeholders, are the foundations for developing Future Classroom Scenarios. Agreement on assertions is a way to start to understand the future challenges, opportunities and trends.</p>
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Level Three: Course Support Content

Summary of the supporting documents required by the trainer to run the various activities and referenced in the above module. These are currently available as separate document, but as the course is finalised, they will be available through embedded document links where possible and through the training course content store.

Course/Module/Activity	Course Support Document
FCS 2.1	Eduvista: The Future Classroom Scenario Toolkit
FCS 2.2	Eduvista: The Future Classroom Scenario Toolkit
FCS 2.3	Stimulation through assertion - cards.



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Course: Future Classroom Scenarios

Module 3: Educational landscape in the future (FCS 3.0)

FCS 3.0: EDUCATIONAL LANDSCAPE IN THE FUTURE

CPDLab Course:	Future Classroom Scenarios
Module number:	3.0
Module Title:	Educational landscape in the Future
Pre-module requirements:	<p>It is advisable, but not essential for participants to have completed module 2. During module 2 the participants will have formed groups and have been introduced to the iTEC project.</p> <p>Participants do not need to be skilled in the use of technology in the classroom, but should be familiar with some technologies that can be used in learning and teaching.</p> <p>This module, along with modules 2 and 4, is particularly aimed at teachers who have a role in school development activities. This could include, as an example, teachers with an ICT coordination remit or involved in staff development or curriculum development.</p> <p>Participants should be asked to bring 5-10 photographs of their school with them, showing their working environment. This is unnecessary if they have already provided the films described in Module 1.</p>
Length:	3 h
Venue and structure of module:	<p>This module involves trainer led activities and group work. The group work is intended to provide opportunities for sharing ideas about pedagogical approaches in the classroom.</p> <p>The module is particularly suited to delivery in the EUN Future Classroom Lab or similar facility.</p>
Organisation and layout of rooms required:	The trainer will require access to an IWB (or projector) and computer.
Overview of module:	This is the 2 nd of 3 modules covering the development of Future Classroom Scenarios. The module focuses on identification of trends that are likely to have an impact on the future education landscape, and helps participants develop a shared conception of the future school. The trainer should point out the multiform spaces of learning and their connection with learning methods and tools, and the role of technology as part of this whole.
Aims and Objectives of module:	<p>The aim of the module is for the participants to collaboratively develop an understanding of significant developments, or trends in education.</p> <p>After the completion of the module participants should be able to:</p> <ol style="list-style-type: none"> 1. identify trends that are likely to have an impact on the future classroom. 2. identify and use a variety of information sources for establishing trends likely to have an impact on the future classroom. 3. explain how trends they have identified can be used to describe the key features of a Future Classroom Scenario.

Teachers' competences:	<p>TL.1.a. Identify key characteristics of classroom practices and specify how these characteristics serve to implement policies.</p> <p>TL.5.c. Identify the appropriate and inappropriate social arrangements for using various technologies.</p> <p>KD.1.a. - Explain and analyze the principles of using ICT in education. Describe how these principles can be put into practice in their own teaching. Analyse what issues arise in implementing these principles and how those issues can be addressed.</p>
Progression of skills and competencies in this module:	Participants will use, consolidate and develop ICT competences in the areas described above.
Resources Required:	<p>Computer with internet connection and data projector for the trainer.</p> <p>Packs of the iTEC Future Classroom Scenarios Toolkit v1, one for each participant.</p> <p>Video conferencing tools such as Skype, Adobe connection pro, etc., if iTEC teachers are to be involved and cannot appear locally.</p>
Trainer(s) required:	Trainer has to have a good knowledge of the iTEC project and scenarios. They must also be very familiar with Eduvista: The Future Classroom Scenario Toolkit, produced in the iTEC project and confident in explaining its purpose and use.
Book/Web References	<p>iTEC.eun.org</p> <p>http://ek.multiedition.fi/oivallus/en/index.php</p> <p>http://innoschool.tkk.fi/</p> <p>Literature connected with the definition of educational landscape</p>
Assessment Options:	The trainer gives feedback during the module on a group by group basis. The groups can also review and informally feedback on each other's output. As an example, participants could be asked to identify the trends apparent from the scenario discussed in 3.3. They could then peer review their colleagues progress in this activity.
Post-module follow-up	<p>Participants should establish trends identified by other key stakeholders and communities. This follow-up activity should be guided by Eduvista: The Future Classroom Scenario Toolkit resources covered in this module.</p> <p>The trainer could organise a webinar with the participants at a date some weeks after the completion of the course. The webinar could discuss the trends each participant has gathered. Alternatively, participants can share this information as part of a community of practice.</p>
Different pathways through the module	
Delivery options at National/local level	Eduvista: The Future Classroom Scenario Toolkit covered in Modules 2-4 has been designed to allow education stakeholders to form reliable assertions about future educational practices. This process could be used at a local level by a school going through a change process or considering investment. Equally the toolkit could be used at a regional or national level to inform larger scale policy decisions and investment.
Activity 3.1	Significant trends and their impact on education.
Length	60 min

Objective	<p>The participants develop idea's about changes which will influence future teaching and learning, based on observable trends in education, technology, society etc.</p> <p>Participants should be able to identify trends that are likely to have an impact on the future classroom,</p>
Description	<p>The trainer should start with a re-introduction to Eduvista, explaining that this module builds on the work to identify stakeholders in module 2.</p> <p>If Module 2 has been completed then the Future classroom has been discussed from different points of view in the assertion activity. Next, led by the trainer, the impact of trends in society, policy, technology is discussed from the teacher's point of view. The objective is for the participants to identify trends in education technology.</p> <p>The instructor should use "Eduvista – Toolset 3 – Tools for identifying trends", to explain the importance of identifying trends in society, education and technology. The trainer should explain that this guide outlines how Eduvista: The Future Classroom Scenario Toolkit collects information on trends from key stakeholders. The participants should read through this document and then work with a partner to complete "Tool 3.2 - Trends identification questionnaire".</p> <p><u>Resources</u></p> <p>Eduvista: The Future Classroom Scenario Toolkit</p> <ul style="list-style-type: none"> • Toolset 3 – Tools for identifying trends <p><u>Activity content/Guidance note</u></p> <p>At the beginning of the module. In this module the trainer must be aware that several new, and potentially confusing, terms are introduced and should be carefully explained. Use of the FCS Glossary of Terms is advised</p> <p>It is not necessary for the participants to read the toolkit information provided during the module. These are intended to act as reference materials outside of the course.</p>
Activity 3.2	Exploring the impact of educational trends
Length	60 min
Objective	<p>The participants are enabled to discuss the educational landscape from different points of view.</p> <p>Participants should be able to identify and use a variety of information sources for establishing trends likely to have an impact on the future classroom.</p>
Description	<p>(If module 2 has not been covered, the trainer can introduce the important stakeholders with reference to "Eduvista: Toolset 1 – Tools for involving key stakeholders.")</p> <p>The trainer should talk through the process for the analysis of trends, described in the Eduvista: Toolset 3 – Tools for identifying trends.. There is insufficient time to</p>

	<p>complete this activity, but participants should have an understanding of how they could use it.</p> <p>One member from each group should be asked to explain a trend which they think will have a particular impact on their school. They should present the images of their school to allow the other participants to appreciate their working environment.</p> <p><u>Resources</u></p> <p>Eduvista: The Future Classroom Scenario Toolkit</p> <ul style="list-style-type: none"> • Toolset 3 – Tools for identifying trends <p>Photos provided by participants showing their working environment.</p>
Activity 3.3	Teacher and pupils in the future classroom
Length	60 min
Objective	<p>The participant is familiarised with student-centred project work by means of a practical example.</p> <p>Participants should be able to explain how trends they have identified can be used to describe the key features of a Future Classroom Scenario.</p>
Description	<p>The discussion of trends analysis continues with reference to the Eduvista: Tool 3.3 – Tools for Prioritising Trends.</p> <p>As a practical activity, participants should work individually to rank the trends provided in Tool 3.1 – Guidance on identifying relevant trends. Following the toolkit guidance, participants are asked to read each trend and decide on a 0-5 (Likert) scale based on their knowledge, expertise and experience, how much of an impact they think the trend will make on their education environment. (Alternatively a ranking activity using an online resource such as PowerLeague can be used.)</p> <p><u>Resources</u></p> <p>Eduvista: The Future Classroom Scenario Toolkit</p> <ul style="list-style-type: none"> • Toolset 3 – Tools for identifying trends <p><u>Activity content/Guidance note</u></p> <p>Within the toolkit the use of the Innovation maturity model is a core component, however there is insufficient time within the course to cover this activity. The trainer should however refer to this when discussing the relationship between different tools in Eduvista.</p> <p>As an alternative activity the trainer could use Eduvista: Tool 3.4 – Likelihood and impact of trends. This activity normally takes one hour to complete. Full instructions and resources are in Eduvista.</p>

Level Three: Course Support Content

Summary of the supporting documents required by the trainer to run the various activities and referenced in the above module. These are currently available as separate document, but as the course is finalised, they will be available through embedded document links where possible and through the training course content store.

Course/Module/Activity	Course Support Document
FCS 3.1	Eduvista: The Future Classroom Scenario Toolkit
FCS 3.2	Eduvista: The Future Classroom Scenario Toolkit Photos provided by participants showing their working environment.
FCS 3.3	Eduvista: The Future Classroom Scenario Toolkit



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Training Manual and Resources

Course: Future Classroom Scenarios

**Module 4: Working with scenarios
(FCS 4.0)**

FCS 4.0: WORKING WITH SCENARIOS

CPDLab Course:	Future Classroom Scenarios
Module number:	4.0
Module Title:	Working with scenarios
Pre-module requirements:	<p>It is necessary for participants to have completed modules 2 and 3.</p> <p>Participants do not need to be skilled in the use of technology in the classroom, but should be familiar with some technologies that can be used in learning and teaching.</p> <p>This module, along with modules 2 and 3, is particularly aimed at teachers who have a role in school development activities. This could include, as an example, teachers with an ICT coordination remit or involved in staff development or curriculum development.</p>
Length:	3 h
Venue and structure of module:	<p>This module involves trainer led activities and group work. The group work is intended to provide opportunities for sharing ideas about pedagogical approaches in the classroom.</p> <p>The module is particularly suited to delivery in the EUN Future Classroom Lab or similar facility, to stimulate ideas on the use of technology in the future classroom.</p>
Organisation and layout of rooms required:	The trainer will require access to an IWB (or projector) and computer.
Overview of module:	<p>This is the third module in a set of three which provides guidance on the development of Future Classroom Scenarios using instructions from the iTEC Future Classroom Scenarios toolkit, which they should now be familiar with.</p> <p>In this module the trends established in the previous modules are used as the basis for developing a Future Classroom Scenario intended to provide the blue print for school developments.</p> <p>Participants work in groups of 4, representing key stakeholders in the development process, and use their different perspectives to determine how identified trends will impact on future classroom practices. This insight is used to produce a Future Classroom Scenario. It includes a narrative specifically designed so that, when implemented it will move the institution on in terms of innovation maturity.</p>
Aims and Objectives of module:	<p>The aim of the module is to support the formation of a Future Classroom Scenario to guide school development plans.</p> <p>After the completion of the module participants should be able to:</p> <ol style="list-style-type: none"> 1. complete a Future Classroom Scenario that responds to the trends previously identified and prioritised.

	2. critically evaluate their own work to produce a Future Classroom Scenario, and decide how they can use the techniques they have used in support of their school development plans.
Teachers' competences:	<p>KD.3.e. Structure unit plans and classroom activities so that open-ended tools and subject-specific applications will support students in their reasoning with, talking about, and use of key subject matter concepts and processes while they collaborate to solve complex problems.</p> <p>KC.1.a. Design, implement, and modify school-level education reform programmes that implement key elements of national education reform policies.</p>
Progression of skills and competencies in this module:	Participants will use, consolidate and develop ICT competences in the areas described above.
Resources Required:	Computers with internet connection and data projector for the trainer.
Trainer(s) required:	Trainer has to have a good knowledge of the iTEC project and scenarios. They must also be very familiar with Eduvista: The Future Scenario Development Toolkit, produced in the iTEC project and confident in explaining its purpose and use.
Book/Web References	
Assessment Options:	<p>Participants can be asked to report back on how they have, or plan to, make use of tools from Eduvista.</p> <p>The trainer can organise this as a webinar where each participant provides a progress update, or as an activity within an online community of practice.</p>
Post-module follow-up	See assessment options.
Different pathways through the module	<p>3h is enough to work on one trend but participants may have the time to work on 2.</p> <p>If delivered as a 5 day course, Activity 4.3 can be reduced and participants can only briefly present their narratives. Also the reflexion on "how they can use the techniques they have used in support of their school development plans" can be postponed until Module 10. If this is part of a 2 day course then additional time may be needed to fully complete Activity 4.3.</p>
Delivery options at National/local level	
Activity 4.1	Scenario Development – Implications of trends
Length	60 min
Objective	Participants should be able to complete the first part of the Future Classroom Scenario that responds to the trends identified and prioritised previously

Description	<p>The scenario will be produced in two parts. In this activity participants consider the local implications of the identified trends on a number of different areas/themes related to education. This builds a description of what the future local education landscape might be.</p> <p>Eduvista: Toolset 4 – Tools for writing a Future Classroom Scenario, provides full instructions for this activity. Again, the activity involves group work. The work on Trends from Module 3 is essential for this activity</p> <p><u>Resources</u></p> <p>Eduvista: The Future Classroom Scenario Toolkit</p> <ul style="list-style-type: none"> • Toolset 4 – Tools for writing a Future Classroom Scenario <p>Trends selected trends from Module 2</p>
Activity 4.2	Scenario Development - Write Narrative.
Length	60 min
Objective	Participants should be able to complete a Future Classroom Scenario that responds to the trends identified and prioritised.
Description	<p>In this second part of the scenario development process participants develop their preferable and innovative response to the future local education landscape that they developed in the previous activity. This response will take the form of a descriptive narrative or story (of about 500 words or one side of A4)</p> <p>Participants should work in the groups previously established, and maintain their roles.</p> <p>The trainer should use Eduvista: Tools for writing a Future Classroom Scenario. In this activity the trainer should ask a different member of each group to take the role of facilitator and follow the instructions. Full instructions for the activity are provided in the Toolkit Facilitators Guide.</p> <p><u>Resources</u></p> <p>Eduvista: The Future Classroom Scenario Toolkit</p> <ul style="list-style-type: none"> • Toolset 4 – Tools for writing a Future Classroom Scenario <p><u>Activity content/Guidance note</u></p> <p>The activity normally takes 1-2 hours, therefore participants should be advised that they may not complete the activity fully in this session, but that the session will allow them to understand the process so that they can carry it out in the future.</p> <p>Using online tools for writing collaborative text, such as Titanpad or google documents, is recommended.</p>
Activity 4.3	
Length	60 min

Objective	Participants should be able to critically evaluate their own work to produce a Future Classroom Scenario, and decide how they can use the techniques they have used in support of their school development plans.
Description	<p>The trainer should briefly discuss Eduvista: Toolset 5 – Tools for making effective use of a Future Classroom Scenario.</p> <p>Groups should be asked to describe and explain their Future Classroom Scenario in a short 3 minute video, to be shared with the rest of the group following the course.</p> <p>The trainer should reiterate the value of Eduvista: The Future Classroom Scenario Toolkit, and the techniques they have used to collaboratively develop ideas for the future classroom, to support school development.</p> <p>To complete the module, each participant is then asked to explain how they may put the toolkit to use when back in their own school. This should be done during a videoconference organised at least one month after the course.</p> <p><u>Resources</u> Eduvista: The Future Classroom Scenario Toolkit</p> <ul style="list-style-type: none"> Toolset 5 – Tools for making effective use of a Future Classroom Scenario <p>Video recording technology for each group.</p> <p><u>Activity content/Guidance note</u></p> <p>The films produced by the participants should be uploaded to a suitable website for the other participants to review and reflect on after the course.</p> <p>This should support an on-going community of practice which should develop out of this cohort.</p>

Level Three: Course Support Content

Summary of the supporting documents required by the trainer to run the various activities and referenced in the above module. These are currently available as separate document, but as the course is finalised, they will be available through embedded document links where possible and through the training course content store.

Course/Module/Activity	Course Support Document
FCS 4.1	Eduvista: The Future Classroom Scenario Toolkit
FCS 4.2	Eduvista: The Future Classroom Scenario Toolkit
FCS 4.3	Eduvista: The Future Classroom Scenario Toolkit



Training Manual and Resources

Course: Future Classroom Scenarios

Module 5: Tools for Future Classroom Scenarios (FCS 5.0)

FCS 5.0: TOOLS FOR FUTURE CLASSROOM SCENARIOS

CPDLab Course:	Future Classroom Scenarios
Module number:	5.0
Module Title:	Tools for Future Classroom Scenarios.
Pre-module requirements:	<p>This module could be provided as a standalone unit; however, if this is the case some additional information from previous modules on the background to the iTEC project, and the iTEC scenarios would need to be integrated into the course.</p> <p>It will also be necessary for the participants in the group to be provided with access to a community platform for collaboration after the module, to share experiences in using the technologies introduced.</p> <p>Participants should have an interest in experimenting with new ways of using technology in the classroom. An understanding of online tools for creativity and sharing, such as YouTube, Flickr etc, would be desirable.</p> <p>Participants should bring laptops or tablets to enable them to use the technologies discussed.</p>
Length:	3 h
Venue and structure of module:	This module involves a combination trainer led instruction, use of multimedia or live presentations, and self directed hands on activity.
Organisation and layout of rooms required:	The venue should allow for whole group presentation and individual work with laptops or tablets.
Overview of module:	<p>The instructor presents the technologies used in iTEC FCS pilots on a general level. After this, the participants acquire an login name, then log on to an iTEC "Shell" (Learning Platform).</p> <p>Participants get an opportunity to familiarise themselves with a multimedia case study of an iTEC teachers experience of using technology in FCS Pilots. Following this they are given the opportunity to explore the iTEC Widget Store to find tools that they can use to support innovative and advanced pedagogical approaches.</p> <p>Representatives of Bolton University present the iTEC Widget Store and tools for creating widgets, allowing the participants to create widgets of their own.</p>
Aims and Objectives of module:	<p>The aim of the module is to familiarise the participants with the functions of the technologies (Shells and Widgets,) introduced for use in Future Classroom Scenario Pilots in the iTEC Project, in such a way that they can use these tools in the future. The participants get stimuli from a multimedia case study describing the use of this technology.</p> <p>After completion of the course participants should be able to:</p> <ol style="list-style-type: none"> 1. access and explore iTEC technologies (Shells and widgets). 2. generate ideas for making use of technologies to support innovative and advanced pedagogical approaches.

	3. make use of an iTEC Shell to find and create widget tools which they can use to add innovation to their lessons.
Teachers' competences:	<p>TL.3.b.Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge.</p> <p>TL.6.b. Use ICT resources to support their own acquisition of subject matter and pedagogical knowledge.</p> <p>KD.4.a.Operate various open-ended software packages appropriate to their subject matter area, such as visualization, data analysis, role-play simulations, and online references.</p>
Progression of skills and competencies in this module:	Participants will use, consolidate and develop ICT competences in the areas described above.
Resources Required:	<p>All participants will require a laptop, tablet or other suitable device, connected to the internet, for accessing online resources and viewing multimedia resources.</p> <p>The trainer will need to ensure that each participant has a registration for an online iTEC Shell (Coordinated by European Schoolnet). In addition to this they will need to ensure that one of the interactive whiteboard Shells is available to demonstrate.</p> <p>The trainer will also need to be able to present multimedia presentations and may require the resources necessary to provide a live video presentation, e.g. Skype, Adobe connect etc.</p>
Trainer(s) required:	The trainer must be familiar with the iTEC project and know particularly well how to make use of the Shell and widget technologies developed within the project, and how this technology can be used in support of Future Classroom Scenarios.
Book/Web References	http://itec.eun.org/web/teacher-community
Assessment Options:	Participants can be assessed as being successful in this module by their ability to make use of the technologies discussed, in their own teaching. They should be expected to feedback their experience to the course community of practice.
Post-module follow-up	Participants should be given sufficient time to make use of the technologies demonstrated, in their own teaching. They should then feedback the experience in the classroom, through the course community of practice.
Different pathways through the module	
Delivery options at National/local level	The modules at international level describes a number of iTEC Shells (Moodle, DotLRN, Promethean Active Inspire, and Smart Notebook). At local level it may be advisable to focus on one specific shell which the participants may already have some familiarity with, or which they will have future access to.
Activity 5.1	Introduction to Future Classroom Scenario learning tools
Length	60 min
Objective	All the participants to the FCS Course are given membership details to access and use Future Classroom Scenario technologies developed in the iTEC project

	Participants will be able to access and explore iTEC technologies (Shells and Widgets).
Description	<p>The trainer will need to demonstrate an iTEC “Shell” (Learning Platform), either Moodle or DotLRN. They should also present one of the interactive Whiteboard “Shells” either promethean Active Inspire or Smart Notebook.</p> <p>The concept of a Shell, as a simple platform for aggregating collections of learning tools, should be discussed with examples prepared using the Shells demonstrated.</p> <p>The participants should then be provided with user names and login instructions for a chosen “iTEC Shell”, supported by the instructor.</p> <p><u>Activity content/Guidance note</u></p> <p>EUN will be able to provide access to the iTEC Shells including the necessary registrations.</p> <p>Guidance for the tutor is provided in the document FCS 5.1 – Introduction to iTEC Shells and widgets. This includes the activity sheets for participants to use in the following activities.</p> <p><u>Resources</u> FCS 5.1 – Introduction to iTEC Shells and widgets. Laptops or tablets for registering into a shell</p>
Activity 5.2	Technologies used by Case Study teachers
Length	60 min
Objective	<p>The participants get practical examples of how teachers have used technology in innovative ways and made this part of their teaching with students.</p> <p>Participants will be able to generate ideas for making use of technologies to support innovative and advanced pedagogical approaches.</p>
Description	<p>The participants familiarise themselves, independently, with a multimedia case study implemented by a teacher, demonstrating the use of technology to support innovative and advanced pedagogical approaches.</p> <p>Following this the participants are referred back to their iTEC shell registrations and provided with instructions for accessing the Widget Store to discover tools. Participants should be asked to select one or two widget tools they could use in their teaching. If time allows, their selections can be discussed with the whole group.</p> <p><u>Resources</u> FCS5.1 – Introduction to iTEC Shells and widgets. Laptops or tablets to explore the multimedia case studies and the iTEC widget store.</p> <p><u>Activity content/Guidance note</u></p> <p>The multimedia case study prepared for this course is derived from the iTEC project work on multimedia stories, generated from the evaluation. The selected case study</p>

	describes the use of learning technologies including the Shells and widgets created for the iTEC Project.
Activity 5.3	iTEC tools (Widgets Store and widget creation.)
Length	60 min
Objective	<p>The participants gain experience at using the most important iTEC tools in their own work in the course and after it.</p> <p>Participants will be able to make use of an iTEC Shell to find and create widget tools which they can use to add innovation to their lessons.</p>
Description	<p>The representatives of Bolton University, developers of the iTEC Widget Store, present the iTEC Widget Store, including tools for creating widgets.</p> <p>Participants will spend this activity creating a widget of their own and adding it to the widget store. This self directed activity will be guided by FCS 5.1a – Introduction to iTEC Shells and widgets.</p> <p><u>Resources</u> FCS 5.1 – Introduction to iTEC Shells and widgets.</p> <p><u>Activity content/Guidance note</u> Representatives of Bolton University may be able to present either live or on a remote connection.</p>

Level Three: Course Support Content

Summary of the supporting documents required by the trainer to run the various activities and referenced in the above module. These are currently available as separate document, but as the course is finalised, they will be available through embedded document links where possible and through the training course content store.

Course/Module/Activity	Course Support Document
FCS 5.1	Introduction to iTEC Shells and widgets.
FCS 5.2	Introduction to iTEC Shells and widgets.
FCS 5.3	Introduction to iTEC Shells and widgets.



Training Manual and Resources

Course: Future Classroom Scenarios

**Module Module 6: My Learning Story
(FCS 6.0)**

FCS 6.0: MY LEARNING STORY

CPDLab Course:	Future Classroom Scenarios
Module number:	6.0
Module Title:	My Learning Story
Pre-module requirements:	<p>Participants' must have an interest in experimenting with their own approaches to learning and teacher and must be open to innovative and unconventional classroom practices. Participants also need the confidence and creativity to adapt classroom activities to their own pedagogical approach and the opportunities and constraints of their learning and teaching context.</p> <p>Participants should be comfortable sharing ideas and experiences with their peers either through discussion or in online forums'.</p> <p>Ideally participants should have completed Module 5 although this is not essential.</p>
Length:	3 h
Venue and structure of module:	This is a face to face module. Throughout the session participants will be encouraged to engage in discussion and propose ideas of their own. The discussion is essential to support participants in developing an individual approach to the use of Learning Stories and Activities based on differing perspectives and experiences. Participants are encouraged to bring their own laptop.
Organisation and layout of rooms required:	Future Classroom Lab equipment
Overview of module:	<p>This module can be delivered alone, or as part of the Future Classroom Scenarios course together with one or more additional modules.</p> <p>Module 6, "My Learning Story", provides a detailed exploration of Learning Stories and Learning Activities (based on the iTEC Project). Participants' are given insight into the value and purpose of the Learning Stories including innovative pedagogical approaches, 21st century skills for learners and advanced competencies for teachers.</p> <p>The delivery of the chosen learning story in practice is discussed, and participants are given access to additional resources from other online sources so that they can consider using other Learning Stories and access support from other teachers through the iTEC Forum. The use of specific iTEC tools (widgets) to support the learning story is also considered.</p>
Aims and Objectives of module:	<p>This module will allow participants to develop a shared understanding of how Learning Stories and Activities based on Future Classroom Scenarios can be delivered in the classroom, benefitting learners and teachers.</p> <p>After the completion of the module participants should be able to:</p> <ol style="list-style-type: none"> 1. understand what Learning Stories and Activities are, and how they can be used to introduce advanced pedagogical practices into the classroom. 2. understand how other teachers have used Learning Stories and Activities to improve their teaching practice, and make effective use of technology.

	3. select appropriate technologies for the delivery of Learning Activities, and explain the value of this to others.
Teachers' competences:	<p>TL.3.b. Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge</p> <p>TL.6.b. Use ICT resources to support their own acquisition of subject matter and pedagogical knowledge.</p> <p>KD.4.a. Operate various open-ended software packages appropriate to their subject matter area, such as visualization, data analysis, role-play simulations, and online references</p>
Progression of skills and competencies in this module:	Participants will use, consolidate and develop ICT competences in the areas described above.
Resources Required:	<p>Laptops/tablet connected to the internet for everyone and data projector and laptop for the trainer.</p> <p>The trainer must be able to provide the participants with access to the course teacher community of practice.</p>
Trainer(s) required:	The trainer must be familiar with the course teacher community so that they can explain how to participate in the online community forum and how participants can explore the other Learning Stories and Activities. The trainer should also be sufficiently familiar with one of the iTEC Learning Stories and its Activities so they can guide a discussion on how it can be used in practice.
Book/Web References	http://itec.eun.org/web/teacher-community
Assessment Options:	Participants will be required to deliver Learning Activities from a chosen Learning Story in their classroom and feedback on their experience in the iTEC community forum and possibly produce a short film showing them using the Learning Activity in practice.
Post-module follow-up	See assessment options.
Different pathways through the module	
Delivery options at National/local level	The module can be delivered at national and local level without significant adaptation. Trainers may consider using local communities for feedback and exchange of ideas.
Activity 6.1	Introducing Learning Stories and Learning Activities
Length	60 min
Objective	Participants should have an understanding of what Learning Stories and Activities are, and how they can be used to introduce advanced pedagogical practices into the classroom.
Description	In the introduction the trainer gives the participants 5 minutes to look/walk around in the Future Classroom Lab. The trainer asks the participants to connect what they see to their daily teaching practice and to point out the main differences.

	<p>The trainer organizes some instant polls:</p> <ul style="list-style-type: none"> • how important is the classroom environment (furniture-equipment/software) for innovation in teaching? • where would you spend your money on in your school? The outcomes of the discussions will be captured by the trainer and projected on the IWB. <p>Following this introduction the trainer gives a presentation explaining the framework and components of teaching based on Future Classroom Scenarios (derived from the iTEC Project) and introduces the concepts of Learning Stories and Learning Activities, inspired by Future Classroom Scenarios. The discussion should lead to the conclusion that these descriptions of learning and teaching offer a holistic view, where rich learning and new technology are embedded in a meaningful context.</p> <p>The trainer provides participants with a template, and summary versions of selected Learning Stories and Activities, and directs them to the more comprehensive description to be found here: bit.ly/cycle3observe bit.ly/cycle3benchmark</p> <p>Participants should also be given access to the full catalogue of Learning Activities and Stories, including the descriptions covering teacher competencies and 21st century skills related to each activity.</p> <p>The key message to get across when discussing the materials is that the Learning Stories and Activities offer guidance for teachers, but leave enough freedom for teachers to create their personalised lesson plans.</p> <p>To complete the activity, the trainer shows the material prepared on the Shell to support the delivery of the Learning Story discussed.</p> <p><u>Activity content/Guidance note</u></p> <p>This session will provide a recap on the FCL and iTEC project for those participants who have already been introduced to these things in previous modules.</p> <p>Participants will be familiar with the Shell concept and technology if they have participated in Module 5. If this is not the case, then time will need to be given to cover this.</p> <p><u>Resources</u></p> <p>Word Seed (Promethean) /Alternative: Socrative. FCS1.1 My Learning Story template Shell configured for the selected Learning Story</p>
Activity 6.2	Using Learning Stories and Activities in practice.
Length	60 min
Objective	Participants will understand how other teachers have used Learning Stories and Activities to improve their teaching practice, and make effective use of technology.

Description	<p>The participants will work in groups of 4. The members of the groups fill in the first part of page 1 of the template provide in activity 6.1. (context, future users, objectives, design result, curriculum). The trainer should give suggestions for relevant topics:</p> <p>Food at school, areas outside the classroom, use of technology at school, organizing a school trip -farewell party, etc.</p> <p>The trainer should explain then explain the Learning Activities entitled “Design Brief” and “Reflection”, and demonstrate the available tools in the Shell.</p> <p>The groups get 10 minutes to fill in the template.</p> <p>The trainer should then go on to explain the Learning Activity “Inquiry”, and the activities on product design. The widgets tools in the Shell, related to these activities should be demonstrated and discussed, before participants are then asked to complete the template.</p> <p>Depending on the time available the trainer could show one or more of the clips of Learning Activities in Practice:</p> <p>Design Brief: https://www.youtube.com/watch?v=IXw2Dz_77eo Contextual inquiry: https://www.youtube.com/watch?v=5FblrDfnqpA Product design: http://www.youtube.com/watch?v=rZ2Vfc3fzEg&feature=youtu.be http://www.youtube.com/watch?v=-1kGnlyjGDs Reflection: http://www.youtube.com/watch?v=9AtoL6PLau4&feature=youtu.be</p> <p><u>Activity content/Guidance note</u></p> <p>Groups were created in module 1 using TeamUp. The trainer may need to create groups if module one has not been covered. It is also an option for the trainer to change the groups at any time to give different group dynamic, an opportunities for interaction with different colleagues.</p> <p><u>Resource</u></p> <p>Shell configured for the selected Learning Story</p>
Activity 6.3	Presentation of the results of the group discussions
Length	60 min
Objective	Participants will be able to select appropriate technologies for the delivery of learning Activities, and explain the value of this to others.
Description	<p>In this hands on activity, each group will need to familiarise themselves with two types of technology and prepare a short presentation. The technology should be chosen as an example of something that can be used within their completed template.</p> <p>The session ends with each presentation, including discussion.</p>

Level Three: Course Support Content

Summary of the supporting documents required by the trainer to run the various activities and referenced in the above module. These are currently available as separate document, but as the course is finalised, they will be available through embedded document links where possible and through the training course content store.

Course/Module/Activity	Course Support Document
FCS 6.1	My Learning Story template



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Training Manual and Resources

Course: Future Classroom Scenarios

Module 7: Different Educational Settings (FCS 7.0)

FCS 7.0: DIFFERENT EDUCATIONAL SETTINGS

CPDLab Course:	Future Classroom Scenarios
Module number:	7.0
Module Title:	Different educational settings
Pre-module requirements:	Module 7 presupposes completion of at least 3 previous modules, as it is intended to provide an opportunity for participants to reflect on how they can apply what they have discovered in the course so far, in different educational settings.
Length:	3 h
Venue and structure of module:	<p>The module should be delivered in the same environment as previous modules. This is particularly important if the Future Classroom Lab or similar environment has been used previously.</p> <p>Participants will require the time and space to work at their own pace.</p>
Organisation and layout of rooms required:	Future Classroom Lab equipment if previously used and room for participants to work individually or in groups.
Overview of module:	The approach in this module involves allowing participants to focus on an area they have previously covered either to ensure that they fully understood the area, or to develop their skills further.
Aims and Objectives of module:	The intention is for the participants to have the time to reflect on what has been covered in previous modules and take extra time necessary to recap on areas where they can benefit from greater focus. The module is also intended to reinforce the concepts of personalised learning, self directed study, personal learning objectives etc.
Teachers' competences:	<p>KD.6.a. Use ICT to access and share resources to support their activities and their own professional learning.</p> <p>KC.6.c. Continually evaluate and reflect on professional practice to promote innovation and improvement.</p>
Progression of skills and competencies in this module:	Participants will use, consolidate and develop ICT competences in the areas described above.
Resources Required:	All resources from previous modules covered should be made available to participants.
Trainer(s) required:	The trainer should be familiar with the work covered in previous modules.
Book/Web References	<p>As relevant to previous modules.</p> <p>ATC21S (Assessment and Teaching of 21st Century Skills): http://atc21s.org/index.php/about/what-are-21st-century-skills/</p> <p>EU Key competences http://ec.europa.eu/dgs/education_culture/publ/pdf/II-learning/keycomp_en.pdf</p>

Assessment Options:	An informal assessment of progress so far is made. This could become a more formal assessment of skills and knowledge if it is felt to be beneficial and appropriate.
Post-module follow-up	As with previously covered modules.
Different pathways through the module	
Delivery options at National/local level	This module could be delivered through a self directed study activity if no specific resources, that participants would not have access to, are required.
Activity 7.1	Reflection on progress so far
Length	60 min
Objective	Participants will be able to establish how far they have progressed in their personal learning journey, and set personal targets.
Description	<p>The trainer should start with a re-cap of what has been covered so far and provide the participants with a list of the learning objectives from the modules covered prior to modules 7. An online quiz may be constructed using available technologies.</p> <p>An example online assessment tool could be used to test the knowledge and understanding of participants on the various topics covered. This will allow them to establish an appreciation of their own progress.</p> <p>Participants should complete this session by identifying 2-3 areas where they would benefit from further work/study. The Resource “Personal study plan” has been provided to support this. Reference to the following 21st Century “thinking “ skills should be made:</p> <ul style="list-style-type: none"> • Learning to learn • Meta-cognition - Effective self-management of learning (time management, autonomy, discipline, perseverance, concentration) • Reflect critically • Communicating on the personal learning <p><u>Resource</u></p> <p>FCS7.1 Personal study plan</p> <p><u>Activity content/Guidance note</u></p> <p>Participants may need guidance from the trainer in setting personal objectives. They can choose to work individually or collaboratively, and should be encouraged to seek peer and tutor support.</p> <p>answergarden.ch is recommended for the self-reflection activity.</p>
Activity 7.2	Following personal Learning Plans
Length	90 min
Objective	Participants will follow their personal work plans to achieve their personal objectives.
Description	

	<p>Each participant will follow their personal work plan as defined in task 7.1. Specific activities and objectives will depend on the previous modules covered, but may include one or more of the following:</p> <p>Module 1: Being able to use TeamUP and becoming confident with one of the technologies in the Future Classroom Lab</p> <p>Modules 2-4: Components of Eduvista: The Future Classroom Scenario Toolkit, including completing some of the work carried out in trends analysis and scenario authoring.</p> <p>Module 4: Identifying useful widgets and planning how to use them, and making their own widgets.</p> <p>Module 5: Planning to deliver Learning Stories and Activities and making use of a range of suggested web technologies (e.g. Socrative, Corkboard etc.)</p>
Activity 7.3	Summary of Progress
Length	30 min
Objective	To motivate and reward participants for progress on their personal learning plan.
Description	<p>Each participant should be given a moment to feedback on something they have mastered, discovered, learned and how it will be of use to them.</p> <p><u>Activity content/Guidance note</u></p> <p>This session is intended to support participants motivated to keep on task through the previous period.</p>

Level Three: Course Support Content

Summary of the supporting documents required by the trainer to run the various activities and referenced in the above module. These are currently available as separate document, but as the course is finalised, they will be available through embedded document links where possible and through the training course content store.

Course/Module/Activity	Course Support Document
FCS 7.0	Materials and resources available to previous modules
FCS 7.1	Personal study plan



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Course: Future Classroom Scenarios

Module 8: Learning Activities and Design Challenges (FCS 8.0)

FCS 8.0: LEARNING ACTIVITIES AND DESIGN CHALLENGES

CPDLab Course:	Future Classroom Scenarios
Module number:	8.0
Module Title:	Learning Activities and Design Challenges
Pre-module requirements:	<p>This module is based on further development of the Future Classroom Scenarios introduced earlier in the course (Modules 2-4). If participants have not covered these modules they should be sent the example scenarios from “Eduvista: The Future Classroom Scenario Toolkit” in advance of the course.</p> <p>Participants will be familiar with Learning Stories and Activities if they have previously covered module 6. If this is not the case, then participants will need to be introduced to the concept of Learning Stories and Activities.</p> <p>It is advisable, but not essential for participants to have completed module one. In this module participants will have thought about their own teaching and their current working methods and environments. Participants do not need to be skilled in the use of technology in the classroom, but should be familiar with some technologies that can be used in learning and teaching.</p> <p>Participants should be provided with Edukata: The Innovative Learning Activity Design Toolkit in advance of the course.</p>
Length:	3 h
Venue and structure of module:	<p>Modules 8 and 9 are based on Edukata: The Innovative Learning Activity Design Toolkit, developed within the iTEC project. It involves trainer led activities and group work. The group work is intended to provide opportunities for sharing ideas about pedagogical approaches in the classroom.</p> <p>The module is particularly suited to delivery in the EUN Future Classroom Lab or similar facility, to stimulate ideas on the use of technology in the future classroom.</p>
Organisation and layout of rooms required:	Participants will require space to work in small groups, with access to an area of wall to display documents and post-it notes.
Overview of module:	The module introduces Edukata: The Innovative Learning Activity Design Toolkit, as a process involving teachers as designers of Learning Activities based on Future Classroom Scenarios. The participants work as groups through the toolkit in a process called participatory design. In this process, participants identify challenges and activities within a selection of scenarios. The design process allows different variations depending on culture and different educational landscapes.
Aims and Objectives of module:	The aim of the module is to introduce Edukata: The Innovative Learning Activity Design Toolkit, and give the participants experience in using it to develop ideas for Learning Activities and Challenges related to the delivery of Future Classroom Scenarios. The participants should also understand that the use of the toolkit can vary depending on the participant’s culture and educational landscape.

	<p>Participants should be able to:</p> <ul style="list-style-type: none"> • collaboratively identify activities and challenges within Future Classroom Scenarios • identify different activities and challenges for the delivery of Future Classroom Scenarios through collaboration with others • select a set of Learning Activities and challenges for a particular scenario
Teachers' competences:	<p>KC.2.c. Design units of study and classroom activities that integrate a range of ICT tools and devices to help students acquire the skills of reasoning, planning, reflective learning, knowledge building and communication.</p> <p>KC.6.d. Use ICT resources to participate in professional communities; share and discuss best practice in teaching.</p>
Progression of skills and competencies in this module:	Participants will use, consolidate and develop ICT competences in the areas described above.
Resources Required:	Scenarios, post-it notes (four colours), pens (two colours) and tape.
Trainer(s) required:	The trainer has to have a good knowledge of the Future Classroom Scenarios, and Learning Stories and Activities. They must also be very familiar with the Designing Learning Activities Toolkit, and confident in explaining its purpose and use. Ideally the trainer should know how to make use of the Future Classroom Lab and the technology in it.
Book/Web References	http://itec.eun.org/web/guest/scenario-dev http://itec.aalto.fi/
Assessment Options:	The final output of modules 8 and 9 are a set of Learning Activities. The completion of these activities and their quality and value could be used for assessment.
Post-module follow-up	<p>Following Modules 8 and 9, participants will be expected to make use of the techniques they have been introduced to in their own working environment. A follow up session (webinar) should be arranged to allow participants to share their experience with the group. As with other FCS modules, the development of a community of practice from the group of participants is a central aim.</p> <p>Module 10 also builds on these modules by providing participants the opportunity to develop plans for the use of the outputs of their work on the course, within their educational context.</p>
Different pathways through the module	If this and the next module are not delivered together, the trainer may pre-select the scenarios, giving participants more time to explore the use of the toolkit.
Delivery options at National/local level	Participants can be allocated more time to carry out the tasks and make their own Learning Activities. Changing the teams at the end of the individual task may also be beneficial to allow more sharing of ideas.

	At national or local level the trainer can focus either on the use of the toolkit as an objective, so that participants can reuse it effectively later, or alternatively focus on the production of Learning Activities as the main output.
Activity 8.1	Working with the “Edukata: The Innovative Learning Activity Design Toolkit” - phase one (scenarios)
Length	60 min
Objective	<p>To introduce Edukata: The Innovative Learning Activity Design Toolkit, its purpose, how it works and the schedule for the next two modules. The aim is for participants to start working in groups on the use of the toolkit, with a smooth start.</p> <p>Participants should be able to collaboratively identify activities and challenges within Future Classroom Scenarios.</p>
Description	<p>The trainer should present Edukata: The Innovative Learning Activity Design Toolkit to participants and explain its purpose, and the goals of using it. The schedule of activities for this and the following module should be discussed.</p> <p>To start the first activity in the toolkit, the Future Classroom Scenarios, post it notes and pens should be distributed. Participants should work in groups of 4-6.</p> <p>Participants should be guided to proceed with the activity “Brainstorming Ideas”, taken from the Participatory Design stage described in Edukata:</p> <p><i>“BRAINSTORMING IDEAS – Show the first scenario to the participants and ask them to read it. Then discuss the thoughts that were generated. Is this a realistic scenario? What should change? What is the role of the teachers or students? Can you spot interesting activities? Could they imagine themselves in this role? What would they find most difficult to perform? What digital tools and technologies would they use and how? How would the scenario continue? Encourage the participants to document and illustrate their ideas with drawings or diagrams using pen and paper. Repeat this brainstorm for all scenarios.”</i></p> <p>The participants should focus on identifying challenges and activities for each Future Classroom Scenario. The activities are those that will be required to deliver the scenario (later on iTEC activities previously developed will be added.) Participants should also look for all the challenges that they might have to tackle in the implementation of these scenarios. Post it notes should be used to record the activities and challenges for each scenario.</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> • Coloured Post-it notes e.g.: Red= Challenge, Yellow= activity, green= solutions and ideas and blue=resources (tools, peoples, events). • Coloured pens. • Edukata: The Innovative Learning Activity Design Toolkit. • Example Scenarios from the iTEC website (http://itec.eun.org/web/guest/scenario-library), and/or scenarios previously produced by the group. • Background information on iTEC scenarios can be found here: http://itec.eun.org/web/guest/scenario-dev

	<p><u>Activity content/Guidance note</u></p> <p>Participants who have already been involved in modules 2-4 will be familiar with the scenarios. If this is not the case then extra time will be needed to introduce them. Participants will only have time to work with 5-6 scenarios. Each group should quickly identify which ones are of most interest/relevance to them. If limited time is available the trainer may want to preselect the scenarios the groups use.</p> <p>If participants have been involved in module 6 they will be familiar with iTEC Learning Activities. If this is not the case then it would be helpful to introduce the participants to the concept and show them examples.</p> <p>TeamUp (covered in module 1) could be used to organize the groups.</p> <p>It's important to ensure that participants are guided to think about their own challenges and educational context not just the scenario. They should bring their own ideas and challenges into the discussion.</p>
Activity 8.2	Working with the “Edukata: The Innovative Learning Activity Design Toolkit” – phase two (participatory design)
Length	60 min
Objective	<p>The participants share variations in ideas for Learning Activities that come from the different cultures and educational landscapes of other participants.</p> <p>Participants should be able to identify different activities and challenges for the delivery of Future Classroom Scenarios through collaboration with others.</p>
Description	<p>In this stage two groups work together to share their initial ideas about the scenarios they have been analyzing.</p> <p>Each group member works with one other member of another group and describes an example of the challenges and activities they have identified. This provides further feedback to each group to allow them to focus on how they can realistically implement a scenario and how its implementation could be improved. This exchange session should take 20-30 minutes.</p> <p>Following this, the groups reform to finalise their activities and challenges for the scenarios and record these on post-it notes as in activity 8.1</p>
Activity 8.3	Working with the “Edukata: The Innovative Learning Activity Design Toolkit” – phase three (selecting Learning Activities)
Length	60
Objective	<p>The aim of the activity is to identify which of the ideas for Learning Activities proposed so far are most important.</p> <p>Participants should be able to select a set of Learning Activities and challenges for a particular scenario.</p>
Description	Participants should be guided to follow the instructions in Edukata from the Identifying Activities and Challenges stage.

	<p>This process starts with participants attaching the scenarios to a wall space and adding the activities and challenges. They then move the activities and challenges to a separate wall space and arrange them in the order they would deliver them in practice. At the same time duplicate activities are removed.</p> <p>By the end of this process the scenarios are no longer needed, and the focus for further work are the learning activities.</p> <p><u>Activity content/Guidance note</u></p> <p>The process outlined here, and in the toolkit is intended to result in the replacement of a hypothetical scenario with a sequence of activities that can potentially be delivered in practice. Each activity is accompanied by challenges that will need to be understood, and solutions proposed.</p>
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Level Three: Course Support Content

Summary of the supporting documents required by the trainer to run the various activities and referenced in the above module. These are currently available as separate document, but as the course is finalised, they will be available through embedded document links where possible and through the training course content store.

Course/Module/Activity	Course Support Document
FCS 8.1	<p>Edukata: The Innovative Learning Activity Design Toolkit</p> <p>Example Scenarios from the iTEC website (http://itec.eun.org/web/guest/scenario-library), and/or scenarios previously produced by the group.</p>



CPDLab

Continuing Professional Development *Lab*

Training Manual and Resources

Course: Future Classroom Scenarios

Module 9: Composing Stories and Activities (FCS 9.0)

FCS 9.0: COMPOSING STORIES AND ACTIVITIES

CPDLab Course:	Future Classroom Scenarios
Module number:	9.0
Module Title:	Compose Learning Stories and Activities
Pre-module requirements:	This module should follow on from module 8 as it involves further work to complete the design process started in the previous module.
Length:	3 h
Venue and structure of module:	<p>Modules 8 and 9 are based on “Edukata: The Innovative Learning Activity Design Toolkit” developed within the iTEC project. It involves trainer led activities and group work. The group work is intended to provide opportunities for sharing ideas about pedagogical approaches in the classroom.</p> <p>The module is particularly suited to delivery in the EUN Future Classroom Lab or similar facility, to stimulate ideas on the use of technology in the future classroom.</p>
Organisation and layout of rooms required:	Participants will require space to work in small groups, with access to an area of wall to display documents and post-it notes.
Overview of module:	The module guides participants through the completion of the design of Learning Activities started in Module 8, with the addition of resources and solutions to challenges. The Learning Activities are then registered in a tool called the Composer, which is used to combine Learning Activities and resources in the form of a Learning Story, to support lesson planning.
Aims and Objectives of module:	<p>The aim of the module is to complete the work of Designing Learning Activities Toolkit, and give the participants experience in using it to complete the drafting of Learning Activities. In addition participants will be introduced to the Composer, a tool for creating Learning Activities and designing Learning Stories..</p> <p>Participants should be able to:</p> <ul style="list-style-type: none"> • identify tools and resources to use in a Learning Activity to enhance delivery and tackle challenges • produce a final documented Learning Activity for implementation and sharing (using the Composer tool) • understand how to compose a Learning Story either on paper or using the Composer tool
Teachers’ competences:	KD.3.e. Structure unit plans and classroom activities so that open-ended tools and subject-specific applications will support students in their reasoning with, talking about, and use of key subject matter concepts and processes while they collaborate to solve complex problems.
Progression of skills and competencies in this module:	Participants will use, consolidate and develop ICT competences in the areas described above.
Resources Required:	Future Classroom Lab equipment, computers, IWB,

Trainer(s) required:	The trainer is familiar with the LA toolkit planning tool and knows how to train the participants to use it. The trainer knows how to make use of the FCL and the technology in it.
Book/Web References	http://itec-composer.eun.org http://itec.eun.org/web/guest/composer http://itec.eun.org/web/guest/learning-stories
Assessment Options:	The final output of modules 8 and 9 are a set of Learning Activities. The completion of these activities and their quality and value could be used for assessment.
Post-module follow-up	<p>Following Modules 8 and 9, participants will be expected to make use of the techniques they have been introduced to in their own working environment. A follow up session (webinar) should be arranged to allow participants to share their experience with the group. As with other FCS modules, the development of a community of practice from the group of participants is a central aim.</p> <p>Module 10 also builds on these modules by providing participants the opportunity to develop plans for the use of the outputs of their work on the course, within their educational context.</p>
Different pathways through the module	If this and the next module are not delivered together, the trainer may pre-select the scenarios, giving participants more time to explore the use of the toolkit.
Delivery options at National/local level	<p>Participants can be allocated more time to carry out the tasks and make their own Learning Activities. Changing the teams at the end of the individual task may also be beneficial to allow more sharing of ideas.</p> <p>At national or local level the trainer can focus either on the use of the toolkit as an objective, so that participants can reuse it effectively later, or alternatively focus on the production of Learning Activities as the main output.</p>
Activity 9.1	Working with the “Edukata: The Innovative Learning Activity Design Toolkit” – phase four (required resources)
Length	60 min
Objective	<p>In this activity the participants’ joint planning skills are developed further as they plan to use new tools and resources in teaching.</p> <p>Participants should be able to identify tools and resources to use in a Learning Activity to enhance delivery and tackle challenges.</p>
Description	<p>The groups from the previous module should have identified a number of Learning Activities and related challenges, and organised these in an appropriate sequence on a wall space. In this activity more detail will be added to the Learning Activities.</p> <p>They start by adding resources and seeking solutions to their challenges. This is done in a focus group session as described in “Edukata: The Innovative Learning Activity Design Toolkit” as follows:</p> <p><i>BRAINSTORMING IDEAS – Ask the participants to take a look at your learning activity map and clarify any questions they might have. Then discuss the thoughts that were</i></p>

	<p><i>generated. Is this a realistic plan? What should change? What would they find most difficult to perform? What digital tools and technologies would they use and how? Encourage the participants to document their thoughts on sticky notes and to add them to your map. As you documented your plan with pictures before, you can also invite the participants to alter the arrangement of the activities.</i></p> <p>As a result of this activity the groups should have added further detail to their learning activities in the form of changes, or solutions to the challenges, and examples of resources that could be used to enhance activities and overcome barriers.</p> <p>To complete this activity the post-it notes should be added to the wall space in relation to the activities, as described in the toolkit.</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> • Post-It notes: green= solutions and ideas, blue=resources (tools, peoples, events) <p><u>Activity content/Guidance note</u></p> <p>It is essential, at this stage, that the trainer emphasizes the need to ensure that the Learning Activities include effective use of technology in support of learning. If module 1 has been covered, participants should be reminded of the technologies available in the Future Classroom lab, and asked to consider how these may be used. Also, if modules 5 and 6 were previously covered, then the technologies discussed here should be reintroduced to help generate ideas.</p> <p>One approach to this activity involves allowing the full group to look at all the other Learning Activities being developed, and to use post-it notes to suggest technologies that can be used. This approach effectively draws upon the range of ideas and experiences available in the group.</p> <p>If available, the iTEC “People and Events Directory” can be introduced as a resource.</p>
Activity 9.2	Completing the Learning Activities
Length	90 min
Objective	<p>The activity guides participants in the final design stage of a Learning Activity so that they should be able to produce a final documented Learning Activity for implementation and sharing.</p> <p>Additionally, the activity provides participants with the guidance necessary to use the Composer tool in this task.</p>

Description	<p>This activity encourages participants to log into the “Composer”. This is an online tool developed within the iTEC Project to help design, share and deliver Learning Stories and Activities. Further details of the composer can be found on the iTEC Website: http://itec.eun.org/web/guest/composer</p> <p>Participants will need to be provided with an up to date copy of the Composer Manual, and guided in how to register and log in. To begin with, participants should look at the existing Learning Activities registered within the Composer. They should also note the structure of a Learning Activity, and the trainer should guide them in this by working through an example.</p> <p>Once familiar with the structure of a Learning Activity, the participants can write their own as a group. Groups of 2-3 are optimal for this activity, with one participant entering the information into the composer. It may therefore be necessary to split groups of 4-6, with each subgroup completing a different Learning Activity</p> <p>The Composer Manual will guide the participants through the process of registering a Learning Activity. They should also refer to, and follow, the guidance from “Edukata: The Innovative Learning Activity Design Toolkit” under the “Writing Learning Activities” section.</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> • Edukata: The Innovative Learning Activity Design Toolkit • Composer Manual • The Composer tool: http://itec-composer.eun.org • Learning Activity post-it notes from previous activity. <p><u>Activity content/Guidance note</u></p> <p>It is not necessary for the participants to use the Composer for this activity. It can be achieved as a paper based exercise, guided by the instructions and template in “Edukata: The Innovative Learning Activity Design Toolkit”.</p> <p>The time for this activity only allows each sub-group to build and register a single Learning Activity. Participants should be advised that once they have completed this, they will have the knowledge and skill to create and register other Learning Activities in their own time.</p> <p>If there are a number of groups working on similar Learning Activities, it may be advisable for the whole group to decide on a selection of Learning Activities, taken from across the groups, to finalise, and then to share these out across the groups for completion. This will also stop two groups registering activities which are very similar, but which have so far been developed separately.</p>
Activity 9.3	Composing a Learning Story
Length	30 min
Objective	This activity completes the work on the design of Learning Stories and Activities by demonstrating how to “compose” a Learning Story from a collection of Learning Activities.

	Participants should understand how to compose a Learning Story either on paper or using the Composer tool.
Description	<p>In this final activity concerned with Learning Stories and Activities, the participants should be guided through the process of creating (Composing) a Learning Story.</p> <p>The session does not provide the time for participants to create the Learning Story themselves, but they should be introduced to the concept of a Learning Story, as a collection of Learning Activities.</p> <p>Using the Composer Manual, the trainer should demonstrate how to select existing Learning Activities and add them to a Learning Story together with other necessary information. Examples of Learning Stories created in the iTEC project can be used as examples.</p> <p>http://itec.eun.org/web/guest/learning-stories</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> • Edukata: The Innovative Learning Activity Design Toolkit • Composer Manual • The Composer tool: http://itec-composer.eun.org

Level Three: Course Support Content

Summary of the supporting documents required by the trainer to run the various activities and referenced in the above module. These are currently available as separate document, but as the course is finalised, they will be available through embedded document links where possible and through the training course content store.

Course/Module/Activity	Course Support Document
FCS 9.2	<ul style="list-style-type: none"> • Edukata: The Innovative Learning Activity Design Toolkit • Composer Manual • The Composer tool: http://itec-composer.eun.org
FCS 9.3	<ul style="list-style-type: none"> • Edukata: The Innovative Learning Activity Design Toolkit" • Composer Manual • The Composer tool: http://itec-composer.eun.org



CPDLab

Continuing Professional Development *Lab*

Training Manual and Resources

Course: Future Classroom Scenarios

Module 10: Conclusion (FCS 10.0)

FCS 10.0: CONCLUSION

CPDLab Course:	Future Classroom Scenarios
Module number:	10.0
Module Title:	Conclusion
Pre-module requirements:	Module 10 presupposes completion of several or all previous modules. For this reason, Module 10 does not act as a standalone module. As a minimum participants must have completed modules 2-4 or 7-9. In doing so they will have completed work on the development of a Learning Scenario or Learning Activities.
Length:	3 h
Venue and structure of module:	This is a face to face module where participants will work in small groups to collaboratively develop presentations of their outputs from previous modules.
Organisation and layout of rooms required:	It should be possible for the trainer and participants to present to the whole group. The participants will need break out areas to work in small groups of 3-4.
Overview of module:	<p>This module requires participants to have collaborated on the development of a Learning Scenario or Learning Activities in previous modules. In this module the groups present their own Scenario or Learning Story. Initially participants work in groups creating a presentation which helps them explore the work they have developed.</p> <p>These presentations are then delivered to colleagues on the FCS course to facilitate discussion and further reflection. To complete the course, participants are asked to develop an action plan on how they may continue to work with networks of teachers and take the innovative ideas they have discovered in the FCS course to their establishments.</p> <p>The technology required by the presentation can be chosen by the group making use of the opportunities offered by the FCL. There is a brief feedback discussion after each presentation.</p>
Aims and Objectives of module:	<p>The aim of the module is to allow participants to reflect on the topics covered in previous modules of the Future Classroom Scenarios course and to give ideas for networking and the development of the participants' own work.</p> <p>After completion of the module participants should be able to:</p> <ol style="list-style-type: none"> 1. Plan and deliver a group presentation of a Learning Scenario or Learning Activities 2. Form ideas for innovation based on other practitioners presentations 3. Reflect on what has been gained from the course and plan how this will be used to introduce innovative and engaging approaches to Learning and teaching.

	Another optional goal for the module is to establish which of the participants' expectations were met, with reference the mind map built in module 1 of the course, if applicable.
Teachers' competences:	<p>KD.6.a. Use ICT to access and share resources to support their activities and their own professional learning.</p> <p>KC.6.c. Continually evaluate and reflect on professional practice to promote innovation and improvement.</p> <p>KC.6.d. Use ICT resources to participate in professional communities; share and discuss best practice in teaching.</p>
Progression of skills and competencies in this module:	Participants will use, consolidate and develop ICT competences in the areas described above.
Resources Required:	<p>Laptops/tablets connected to the internet for everyone, IWB for each group, data projector and laptop presentation. Participants will need to be able to work together in small groups as well as being able to present their work to the whole group.</p> <p>A good quality video camera and microphone will be needed if the presentations are to be recorded for broadcast.</p> <p>The module is specifically designed for delivery in the EUN Future Classroom Lab in Brussels (http://fcl.eun.org/welcome), or similar facility. Ideally participants should be provided with access to equipment available in the Future Classroom Lab or similar environment. This will enhance the presentation of their ideas and give hands on use of the technology.</p>
Trainer(s) required:	The trainer shall be capable of supporting the participants in presentation development and delivery, and networking beyond the end of the course.
Book/Web References	http://itec.eun.org/web/teacher-community ; http://itec.aalto.fi ; http://www.etwinning.net http://ec.europa.eu/education/trainingdatabase/
Assessment Options:	The peer feedback on the presentations act as a peer assessment process. The final action plan produced is the key assessment output.
Post-module follow-up	The participants are encouraged to continue their peer support and collaboration online by reporting back on the progress of their action plans. Previous modules give specific community of practice activities to complete following the course.
Different pathways through the module	
Delivery options at National/local level	
Activity 10.1	Presenting learning designs.
Length	60 min

Objective	<p>Each group will plan a presentation of the work they have produced in previous modules, either their Learning Scenario or Learning Activities.</p> <p>Participants should be able to plan a group presentation of a Learning Scenario or Learning Activities they have designed.</p>
Description	<p>Participants will be given 60 minutes to prepare a presentation of 5-10 minutes in length to explain either:</p> <ul style="list-style-type: none"> • The Learning Scenario they developed in modules 2-4 or • The Learning Activities designed in modules 7-9 <p>In either case the activity is intended to allow participants to explore, in more depth and collaboratively, the work they have done and how this meets the requirements for the future classroom.</p> <p>Within the presentations participants should be encouraged to make use of the technology found in the Future Classroom Lab (see module 1) and the widget technology developed in the iTEC project (if module 5 was previously covered.)</p> <p>Within the presentation the participants should stick to the flowing structure, with each group member presenting one of the four parts:</p> <ol style="list-style-type: none"> 1. An outline of the Scenario/Activities giving the main features 2. Explaining how the Scenario/Activities are innovative – what is new, different and beneficial about the learning opportunities provided? 3. Describing how the Scenario/Activities make effective use of technology – what technology is used and what benefit does this bring. 4. Explaining one what in which the Scenario/Activities can be used in a teaching and learning context (e.g. classroom) – what topics can be covered and how? <p><u>Activity content/Guidance note</u></p> <p>If participants have covered modules 2-4 and 7-9, the trainer needs to decide whether the presentations should be based on Learning Scenarios or Learning Activities. It is advisable to select the Learning Activities, as this output is intended for use in the classroom.</p> <p>The timing of presentations may need to be adjusted dependent upon the number of groups.</p> <p>An alternative approach to the delivery of this module is to ask the groups to collaboratively create a short video presentation or animation using online resources such as GoAnimate or Tellagami.</p>
Activity 10.2	Sharing ideas for future classroom innovation
Length	60 min

Objective	The groups will deliver a presentation of a Learning Scenario or Learning Story they have designed to other course participants. Participants should form ideas for innovation based on other practitioners presentations
Description	<p>The groups deliver their presentations. Following each presentation the trainer should use the following questions as a stimulus for discussion:</p> <ol style="list-style-type: none"> 1. How can this Learning Scenarios/Story be implemented in different learning contexts? 2. Which new opportunities for teaching and study arrangements does this Learning Scenario/Story offer? 3. How could the Learning Scenario/Story be enhanced or extended? <p><u>Activity content/Guidance note</u></p> <p>The trainer should not feel too constrained by the questions proposed in the activity. The objective is to ensure that participants feel they have gained insight from the other presentations.</p> <p>The trainer may consider asking the participants consent to film the presentations for sharing with future groups, of on the internet in their community. The same can apply to the films or animations created.</p>
Activity 10.3	The first thing I will do when I return to my school
Length	60 min
Objective	Participants should reflect on what has been gained from the course and plan how this will be used to introduce innovative and engaging approaches to learning and teaching.
Description	<p>Each participant produces a written statement describing how they intend to use what they have learnt in the course. This will take the form of a set or personal objectives, with details of how they intend to achieve each objective, and in what timescale. This should include use of new technical and pedagogical approaches, and/or further work on Scenarios and/or Learning Stories and Activities. For each objective the participant should be very clear about the benefits this will bring.</p> <p>Participants can have a free discussion on possibilities for cooperation and new projects and how to maintain a network between the course participants.</p> <p>In the remaining time participants should return to the mind map produced at the beginning of the course (assuming module 1 was covered.)</p> <p>The achievements during the course are added to the mind map</p> <p>The mind map is analysed and discussed in terms of three dimensions:</p> <ol style="list-style-type: none"> 1. Which expectations were met? 2. Which expectations were not met, and why? 3. Which other things were realised during the course that are significant for the participant's professional development?

	<p><u>Activity content/Guidance note</u></p> <p>The use of the mind map activity is dependent upon this being initially completed in module 1 (refer to module 1).</p> <p>The trainer must ensure that participants are given clear instructions on the follow up work from previous modules.</p> <p>At the end of the course the trainer should decide on the "farewell", with thanks, applause, certificates, course photographs, exchange of contact details etc.</p>
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Level Three: Course Support Content

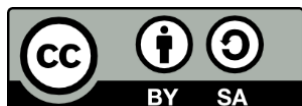
Summary of the supporting documents required by the trainer to run the various activities and referenced in the above module. These are currently available as separate document, but as the course is finalised, they will be available through embedded document links where possible and through the training course content store.

Course/Module/Activity	Course Support Document
FCS 10	None.

ABOUT THIS PUBLICATION

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