CCL Parallel Session 1

Pedagogical Scenarios

Content Creation and Flipped Classroom

25 March 2015
The Creative Classrooms Lab project aims at developing innovative teaching and learning scenarios involving the use of tablets in and out of school.

Focus on how practice is changing as a result of tablets being used for collaboration, personalisation and active learning.
CCL PROJECT LIFECYCLE

During the 1st Mainstreaming workshop of the project in May 2013 in Brussels, CCL policy makers developed four Policy Maker Scenarios on the topics personalisation, collaboration, content creation and Flipped Classroom.

On the basis of the Policy Maker Scenarios, policy makers and lead teachers developed learning stories together during a Pedagogical Scenario Development workshop in June 2013. Finally, all the CCL teachers will derive their lesson plans from these learning stories.
Phase 1: Creation of the digital learning resources by students

The biology teacher decides on the topic “protected plants in the region” for students to work on and collects first ideas on the topic during a brainstorming session. Students will work in groups, according to the plants they are interested in. Each student has a specific role in the group according to their learning preferences and capacities:

- Marc is responsible for digital content retrieval: He needs to look for digital materials for the research.
- Jane is the coordinator: Her main task is to help the teacher in the organization of the workflow and deliverables.
- Bruce is the editor: He collects the digital resources and gives them coherence.
- Katja is the critical fellow of the group: She assesses the work of the other groups providing hints and new ideas to her own group.

Group A formulates a research question and collects evidence where needed (online, offline, expert consultation, libraries, inside school, outside), analyses the data and creates the learning resource.
# To the Learning Activities

<table>
<thead>
<tr>
<th>Time (no. of one hour lessons)</th>
<th>1</th>
<th>1</th>
<th>1</th>
<th>3+</th>
<th>2</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
<td>![dream]</td>
<td>![explore]</td>
<td>![map]</td>
<td>![make]</td>
<td>![ask]</td>
<td>![re-make]</td>
<td>![show]</td>
</tr>
</tbody>
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## Goal (learning objectives, match to curriculum)

- **Time 1:** The goal is to create interactive content for tablets in STEM education, e.g., an interactive online textbook, short learning sequence, game.
  - The learning story should make sure that the resulting learning objects will be pedagogically used in the classroom teaching. This raises the important question for which pedagogical purpose (e.g., which learning outcomes to be developed) the created content should be used. This must be communicated to students right from the beginning, so that they know the requirements and targets of the setting.

## Description of each learning activity

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
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</thead>
<tbody>
<tr>
<td>• explain assignment.</td>
<td>• explore different types of resources; • check the resources against a checklist</td>
</tr>
<tr>
<td>• The specific topic is negotiated between teachers and students.</td>
<td>• make further selection of resources and explore them deeper;</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Students</th>
<th>Students</th>
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<tbody>
<tr>
<td>• create a digital resource (learning object); If it is a movie/story board;</td>
<td>• present results to other groups in different phases:</td>
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</table>

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<th>Students</th>
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<tbody>
<tr>
<td>• integrate valuable feedback to further develop the learning object.</td>
<td>• publish and distribute: put in app store, upload to educational portal,</td>
</tr>
</tbody>
</table>
TO THE LEARNING ACTIVITIES

Goal (learning objectives, match to curriculum)
Description of each learning activity
Learning Environment(s) (the physical or virtual setting(s) in which learning takes place)
Digital technologies and tools
Roles (teacher, students, parents, experts, etc.)
Collaboration, team work
Individual work, personalisation
Reflection/assessment
THE CCL LEAD TEACHERS

Act as CCL ‘ambassadors’:

- Contributing to develop sets of pedagogical scenarios
- Helping to lead the coordination of two sets of pilots/the other teachers
- Encouraging teachers in the project to develop and share learning activities based on the project scenarios
- Today sharing with us the lessons learnt
THE CCL LEAD TEACHERS

Presenters

Daniela Cuccurullo (ITALY)

Philip Everaerts (BELGIUM FLANDERS)

Rui Lima (PORTUGAL)

Rapporteurs

Jan de Craemer (BELGIUM)

Fernando Franco (PORTUGAL)
My Classroom, My Students
What did I do within the scenario?
How did I use the technology?
What was the added value of tablets?

Positive aspects

Things to be improved
TIME FOR DISCUSSION AND QUESTIONS