



Pan-European policy experimentations with tablets  
<http://creative.eun.org>

# CCL PARALLEL SESSION 1

## PEDAGOGICAL SCENARIOS

### CONTENT CREATION AND FLIPPED CLASSROOM

25 March 2015

# AIM OF CCL PROJECT



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

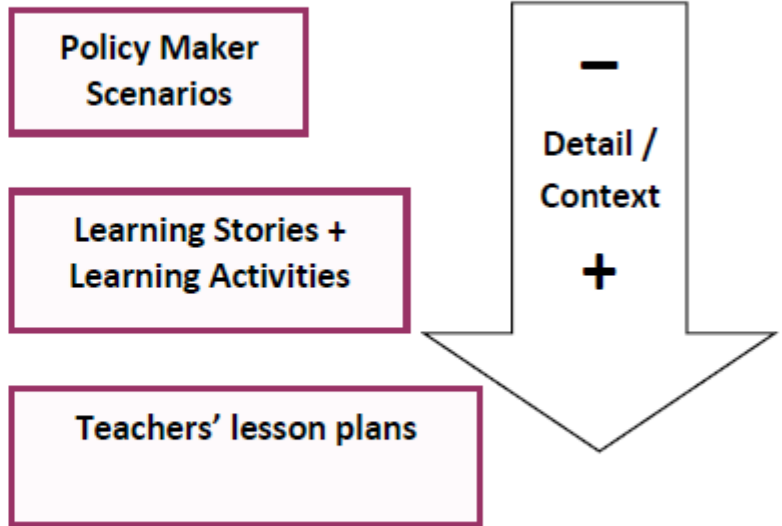


**1st Scenario development workshop**  
*June 2013*

**2nd Scenario development workshop**  
*March 2014*

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.



# FROM THE SCENARIO...








## 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

<b>Time</b> (no. of one hour lessons)	1	1	1	3+	2	2	1
<b>Activities</b>							
<b>Goal</b> (learning objectives, match to curriculum)	<p>The goal is to create interactive content for tablets in STEM education e.g. an interactive online textbook, short learning sequence, game.</p> <p>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.</p>		<p>The goal is to identify the best resources for the agreed learning objective, applying negotiated criteria.</p>	<p>It is important throughout to keep the idea that production and learning are strongly related to each other; i.e. that learning takes place during this process.</p>		<p>Content produced is of sufficient quality to be used for subsequent teaching and learning in this and other schools.</p>	
<b>Description</b> of each learning activity	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>explains assignment.</li> <li>The specific topic is negotiated between teachers and students.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>explore different types of resources;</li> <li>check the resources against a checklist</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>make further selection of resources and explore them deeper;</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>create a digital resource (learning object):</li> <li>If it is a movie: story board;</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>present results to other groups in different phases:</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>integrate valuable feedback to further develop the learning object.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>publish and distribute:</li> <li>put in app store, upload to educational portal,</li> </ul>

# 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)



# FOCUS ON

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

