

Future Classroom Scenario – Trentino

Authors: Andrea Antolini, Pietro Callovi

Relevant Trend/s and school vision

Write the trend or trends the Scenario is intended to respond to, and whether they need to adapt to the future or embrace the future indicated by the trend. 1 or 2 trends is normally enough. What is your school vision towards these trends?

The scenario aims at responding to the following trends:

Mobile learning as a tool to develop planning, problem solving, responsibility and self-assessment;

Problem Based Learning and Collaborative learning and writing will be used extensively (peer learning and tutoring);

Inclusion of all students, with their abilities and characteristics will be favored;

There will be also outdoor activities organized as the project aims at creating virtual tours of our towns (through augmented reality).

As usual, the trends will be adapted to school and students' reality; they are based on experiential learning and teaching with the use of technology (they are at the core of the school's educational efforts). The schools supports the idea that technology can be used to improve students' competences.

What level of maturity is the scenario intended to achieve? This should be one level above the current level of maturity on the Future Classroom Maturity Model.

FROM: Current Future Classroom Maturity level	TO: Desired Future Classroom Maturity level
2 nd Primary school	3 rd Primary school
3 rd Secondary school	4 th Secondary school

Learning Objectives and Assessment

What skills will the learner develop and demonstrate within the scenario? (e.g. 21st Century Skills). How will the progress in achievement be assessed, ensuring the learner has access to information on their progress so they can improve? Further detail on 21st Century Skills is provided in Tool 3.2 of the Future Classroom Toolkit (Version 1).



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The students will collaborate on planning, problem solving and implementing solutions; through the use of their mobile devices, they will be able to collect, assess, filter and process data. They should also show initiative and entrepreneurship skills in solving possible difficulties they come across; they should also be able to learn from each other and tutor each other. Teachers will be working with primary and secondary school pupils so older students should pass on their expertise and younger students should teach what they have learnt during the project.

Assessment of progress will take many forms:

- Observation (monitoring/tutoring) of their activity in and outside of the classroom;
- Questionnaires and feedback forms;
- Shared analysis of final product;
- Final (self-) assessment of process and product.

Learner's Role

What sort of activities will the learner be involved in? How will they progress in achieving their objectives?

Learners will be mainly working in groups to:

- Devise the best strategy to go about the project;
- Team plan phases and activities;
- Collect and fact-check data;
- Write informative hyper-texts which include photos, videos and web content;
- Use apps for note-taking, logging their progress, collaborating online, shooting videos and working with geolocation and augmented reality;
- Try out the final product;
- Assess process and final product and give feedback.

Teacher's Role

What will the teacher need to do to guide and support the learning, and ensure the learner meets their objectives?

The teacher will set out the project first and then closely monitor the students during group-work, giving feedback and guidance when necessary. Her/His help could focus on a linguistic level (accuracy and communicative achievement in their texts) and on an organizational level (phases, timing, pace, contacts with institutions).



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Schools Capacity to Support Innovation

What training and support will a teacher need to deliver the scenario, and how can it be enhanced by collaboration with other teachers and other schools.

The teacher will need to improve her/his knowledge of the technology tools required for the mobile learning project; the challenge lies in selecting the correct applications and web content to work effectively with the students. Schools and institutions (IPRASE and Dipartimento) can help by providing technical and logistic support.

Tools and Resources

What resources, particularly technologies, will be required? How will they be used? Remember to refer back to the Future Classroom Maturity Model and the level of maturity you want to achieve.

Applications for data collection and filtering, collaborative writing (wikis), filming, geolocation (Wikitude), augmented reality (Aurasma); students will be working with their mobile devices (phones, tablets, digital cameras and video equipment) in wi-fi mode in all the phases of the project. They should be able to improve their use of technology: pupils today are supposedly all “digital natives” but this is far from being true (their use of technology is restricted to social media).

People and places

Who else will be involved in the scenario (e.g. parents, community members, employers, outside experts etc.) and what role will each of them play? Do you put in place peer review and mentoring schemes? Consider non-traditional roles.

Other teachers, parents, community members and outside experts will be involved in the scenario to collaborate towards positive outcomes:

- teachers and parents will provide help, ideas and further information on the content;
- institutions will provide help for the completion and implementation of the project as a reality for the community;
- Experts will support the use of technology and the fact-checking phase. S.A.T (Società degli Alpinisti Tridentini) will collaborate with the primary school of Mori with practical activities about Mori’s landscape and paths.

The learning will take place in school classrooms, the local library, museums, outdoors (the town) and also online (wikis).



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Future Classroom Scenario Narrative

Title: Interactive Art and Culture: Cles/Mori virtual tours

The idea of this scenario was first suggested during our workshop in Brussels in May 2016: Teachers liked the idea of using apps and mobile devices to design a cultural tour in their towns. The project also favors collaboration between students with different backgrounds and of a different age. In Brussels, they worked on the Maturity Level of their schools but they did not realize that their students, as digital natives, use technology for their social needs and do not fully comprehend the learning potentialities of this environment. Thus, they decided to work on the project to stimulate reflection on the topic at school and student level.

In June, they focused on the school environment to see how technology was implemented and could be improved, especially the extension of the Wi-Fi network and the availability of mobile devices (could they be provided by the school?). They also told colleagues and found possible interesting connections between subjects. In September, they further developed this in meetings with teachers and involved subjects like Italian, German, History, Art. Then the work with students started more intensively.

Firstly, teachers explained the project, with its phases, development and outcomes. The Russell students (16 people in their second year of upper secondary) also worked on a questionnaire to analyze their use of mobile technology. Groups were formed and roles distributed: the pupils started working in a Cooperative Learning environment.

Secondly, students worked on a long list of places of interest in their towns for inhabitants and tourists (Italian and foreign), then students shortlisted some interesting sites and started acquiring information on their history, culture and art (Wikipedia, libraries, old photos, interviews, restoration projects, teachers, parents, institutions). Following this step, they wrote the texts to describe the places; students chose to prepare two paths: one with general information, the other with specific, in-depth analysis of the site.

They were using a variety of mobile tools and apps to collect and order data but more work was needed on apps for data collection and filtering, geolocation, QR code generation, augmented reality, audio voiceover and video captioning. Students from the two schools organized a skype meeting to assess their progress and difficulties.

The next phase involved field trips to gather data, photos, video and content using mobile technology; back in class, they restructured the content and information at their disposal to implement and try out the final outcomes of the project, i.e., the virtual tour of the two places. Of course, this needed to be tested by the students themselves and also by other



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guinea pigs (teachers and fellow students). TheRussell students finally tried out the Mori tour.

They finally rounded off the activity with another questionnaire on technology, which shew their progress and an online feedback questionnaire.

View the video produced based on the scenario

[Interactive Art and Culture: Cles/Mori virtual tours](#)



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