








Scenario Title: "iGroup (Collaboration and Assessment - in a group) **Countries:** Austria, Italy, Slovenia

Duration (no. of one hour lessons)	2 lessons	3-4 lessons	2 lessons	3-4 lessons	1 lesson	1 lesson	1 lesson
Learning Activities	 <p>dream</p> <p>Free thinking, sharing ideas</p>	 <p>explore</p> <p>Looking for and finding content</p>	 <p>map</p> <p>Structuring thoughts</p>	 <p>make</p> <p>Developing or practising</p>	 <p>ask</p> <p>Interviewing</p>	 <p>re-make</p> <p>Replanning</p>	 <p>show</p> <p>Performing and presenting</p>
Goal (learning objectives, match to curriculum)	<p>Teacher:</p> <ul style="list-style-type: none"> to enhance learning through collaboration among students to research and implement innovative forms of assessment within groups to introduce the design brief and the process to make students feel involved to collect feedback from students 	<p>Students:</p> <ul style="list-style-type: none"> to look for data and information to collect information (e.g. from museums, family, internet, library) to set up a self-assessment process to select tools 	<p>Students:</p> <ul style="list-style-type: none"> to organize ideas and data to perform different roles to generate an overview of what to produce 	<p>Students:</p> <ul style="list-style-type: none"> to transform ideas into concrete prototypes to reflect on activities to develop assessment grids and select assessment tools 	<p>Teacher:</p> <ul style="list-style-type: none"> to monitor students' performance to document and reflect on own activities <p>Students:</p> <ul style="list-style-type: none"> to give and receive feedback to look at the project process to ask for comments from the teacher / group leader 	<p>Students:</p> <ul style="list-style-type: none"> to evaluate the new information with the existing work to decide which additional information to include to re-make if necessary 	<p>Students:</p> <ul style="list-style-type: none"> to organise the presentation to perform an interactive show to express feedback to assess and evaluate to conclude and note lessons learnt



	<p>Students:</p> <ul style="list-style-type: none"> to form teams and organize group work to define learning methodologies to define learning objectives and agree on assessment criteria 						
<p>Description of each learning activity</p>	<p>Teacher:</p> <ul style="list-style-type: none"> introduces the design brief stimulates students' involvement in the specific subject collects students' feedback and revises the design brief assigns roles <p>Students:</p> <ul style="list-style-type: none"> give their feedback to the proposal choose their own role within the micro-group; select and assign roles choose the data collection format (video, text, visuals, audio) plan how to use their tablets brainstorm the selection of different apps according to the proposal negotiate activities and targets with the teacher 	<p>Teacher:</p> <ul style="list-style-type: none"> moderates gives support to the students gives feedback <p>Students:</p> <ul style="list-style-type: none"> work individually and/or collaboratively onsite and online collect information, take notes and pictures or surf videos – e.g. in a museum interview and record experts (audio records - cut, fade, music,...) 	<p>Students :</p> <ul style="list-style-type: none"> create a conceptual map and a storyboard of the product (e.g. video) they would like to produce refine assessment and self assessment criteria develop an individual learning diary / portfolio 	<p>Teacher :</p> <ul style="list-style-type: none"> guides the students through the process of creation <p>Students:</p> <ul style="list-style-type: none"> discuss and create prototypes use technology start to create the first prototype of the product (e.g. video), according to the map and storyboard, shared in the common area the coordinator has created prepare assessment /self assessment grids 	<p>Students:</p> <ul style="list-style-type: none"> create questions if learning activity is on goal involve an external expert to get original and sound data to insert into the video generate an online survey and send it to the people involved in the project 	<p>Students :</p> <ul style="list-style-type: none"> evaluate their work, results and new information agree on information they are going to additionally include in their work 	<p>Students :</p> <ul style="list-style-type: none"> organise their input/role in the presentation prepare the equipment needed present other students actively participate in the show <p>Teachers:</p> <ul style="list-style-type: none"> assess according to the established criteria



<p>Learning Environment(s) (physical or virtual settings in which learning takes place)</p>	<ul style="list-style-type: none"> classroom historical places (museum, archive, library) virtual journey through Google map 	<ul style="list-style-type: none"> historical places library classroom home 	<ul style="list-style-type: none"> at school at home 	<p>at school, library, home, VLE (synchronous and asynchronous)</p> <p>The school setting should be organised in a way to facilitate 2.0 processes (i.e. peer/group/plenary/areas)</p>	<ul style="list-style-type: none"> online 	<ul style="list-style-type: none"> at school or outs online 	<p>at school as a public event</p> <p>online for parents, and as a record or achievement</p>
<p>Digital technologies and tools</p>	<ul style="list-style-type: none"> Brainstorming tools Team up Tablets & apps mind mapping tools Evernote IWB 	<ul style="list-style-type: none"> communication tools (blog, twitter, snapchat, skype, googledocs) media channels repositories 	<ul style="list-style-type: none"> mind mapping tools in order to create the conceptual map (but other software can be used as well) Google docs to share and work on the same storyboard Google hangouts to discuss online 	<p>Tablet and apps:</p> <ul style="list-style-type: none"> Video (Animoto) Audio (Voxopop, Spreker) Makers Mapping tools (Popplet) Timelines (Dipity) 	<p>Online tools:</p> <ul style="list-style-type: none"> Google Docs Poll generators, etc. Tablets 	<ul style="list-style-type: none"> already used tools 	<ul style="list-style-type: none"> tools for feedback and assessment (e.g. online questionnaire, online response systems)
<p>Specific use of tablets</p>	<ul style="list-style-type: none"> They enable students to collect, write and draw ideas easily They are digital hubs for collecting data (notes, pictures, voices, sounds, videos, ...) Tablets are close to hand for students to capture and record their progress They enable the students to be mobile in their learning 	<ul style="list-style-type: none"> students can capture and record all information gathered in one place, wherever they are; they can collect data to be observed 	<ul style="list-style-type: none"> for creating mindmaps Using blogs to share and collaborate 	<ul style="list-style-type: none"> making audio, video recordings and presentations with the tablet 	<ul style="list-style-type: none"> portability of tablets to gather, store, retrieve and reflect on feedback, wherever students are 	<ul style="list-style-type: none"> as in Make, plus explore and use new apps to improve the product 	<ul style="list-style-type: none"> use for presentations, and for students to record progress and contribution to the group's work



<p>Roles (teacher, students, parents, experts, etc.)</p>	<p>Teacher:</p> <ul style="list-style-type: none"> prepares, inspires, coaches, questions and listens <p>Students:</p> <ul style="list-style-type: none"> listen, discuss, negotiate, organize <p><i>Consider the needs of students with disabilities and special needs: are the tasks adapted for them? How do they contribute to group work?</i></p>	<p>Teacher:</p> <ul style="list-style-type: none"> prepares, supports and monitors <p>Students:</p> <ul style="list-style-type: none"> explore, observe, collect and share 	<p>Teacher:</p> <ul style="list-style-type: none"> listens, questions, supports <p>Students:</p> <ul style="list-style-type: none"> listen, discuss, create according to their specific role 	<p>Teacher:</p> <ul style="list-style-type: none"> tutors and monitors differentiated groups <p>Students:</p> <ul style="list-style-type: none"> observe, question, share act 	<p>Teacher:</p> <ul style="list-style-type: none"> mentors, supervises listens, observes, coaches <p>Students:</p> <ul style="list-style-type: none"> act, discuss, share 	<p>Teacher:</p> <ul style="list-style-type: none"> mentors, supervises listens, observes, coaches, gives feedback <p>Students:</p> <ul style="list-style-type: none"> discuss and plan 	<p>Teacher:</p> <ul style="list-style-type: none"> observes and assesses throughout the project) assesses and notes the added value of tablets <p>Students:</p> <ul style="list-style-type: none"> observe, take part and assess
<p>Collaboration, team work</p> <p>Individual work, personalisation</p>	<p>Collaboration, team work, class work</p> <p>Students:</p> <ul style="list-style-type: none"> organize themselves into groups/teams discuss the challenge the teacher is setting to them and negotiate plan how to shape their team tasks. question and improve given tasks personalize tasks according to their needs, style, time. 	<p>Team and individual work</p> <p>Students:</p> <ul style="list-style-type: none"> work at home or at school alone and/or in teams share findings in a virtual environment 	<p>Team and individual work</p> <p>Students:</p> <ul style="list-style-type: none"> map their findings in teams create mind maps collaboratively and share them online engage in an open dialogue, eg share interim results with peers 	<p>Team and individual work (e.g. Jigsaw, circle times...)</p>	<p>Team work to present the project, analyse feedback and re-design</p>	<p>Team work to re-design</p>	<p>Team work to disseminate results</p> <ul style="list-style-type: none"> Self, peer-to-peer assessment
<p>Reflection (reflecting upon one's learning and</p>	<ul style="list-style-type: none"> Self-assessment Peer-assessment Teacher assessment 	<ul style="list-style-type: none"> Self-assessment Peer-assessment Teacher assessment 	<p>Assessment</p> <p>Teacher:</p> <ul style="list-style-type: none"> gives feedback on the conceptual map 	<ul style="list-style-type: none"> Observation and reflection Self and peer evaluation Peer feedback 	<p>The person/expert who is asked by the students is also asked to provide a feedback on the prototype and on the</p>	<p>The students, after remaking the video, ask the teacher to evaluate the second version</p>	<ul style="list-style-type: none"> Peer evaluation within groups Teacher evaluates the contribution each one has given to the work



<p>reporting activity status and progress)</p> <p>Assessment (type, instruments)</p>	<ul style="list-style-type: none"> • What: process and product • Who: group and individual work <p><u>Assessment</u></p> <p><u>Teacher:</u></p> <p>assesses how students react and take part in the discussion, their ability to question the task (especially if they add value and positive change to the proposal), and their ability to choose and define their own role</p> <p><u>Reflection (students only)</u></p> <ul style="list-style-type: none"> • record feedback on the design brief 	<ul style="list-style-type: none"> • What: process and product • Who: group and individual work <p><u>Assessment</u></p> <p><u>Teacher:</u></p> <p>assesses the work of each student and team according to the identified resources, in terms of relevance, efficacy and breadth</p> <p><u>Students:</u></p> <ul style="list-style-type: none"> • peer feedback <p><u>Reflection (students only)</u></p> <ul style="list-style-type: none"> • observe, record and share reflections 	<p>and storyboard the group has created and provides suggestion on what each student in the group could do in order to improve the design of the group.</p> <ul style="list-style-type: none"> • assesses how students take part in the discussion, recognize relationships between their findings and analyse them. • individual participation in the creation of the mind map. <p><u>Students :</u></p> <ul style="list-style-type: none"> • peer feedback • student coordinator records all the steps the group go through so that the process can be captured. <p><u>Reflection (students only)</u></p> <ul style="list-style-type: none"> • record observations 	<p><u>Assessment</u></p> <p><u>Teacher:</u></p> <ul style="list-style-type: none"> • assesses how students 'prepare the class', take part in the discussion and perform lab work. <p><u>Students:</u></p> <ul style="list-style-type: none"> • peer feedback as the work progresses <p><u>Reflection (students only)</u></p> <ul style="list-style-type: none"> • record observations 	<p>improvements the group has agreed upon for the second prototype.</p> <p><u>Assessment:</u></p> <p><u>Teacher:</u></p> <ul style="list-style-type: none"> • assesses students' ability to be in charge of a workshop, to work with experts (contact, ask for collaboration, discuss and negotiate), to explain and present ideas to people who have not followed the project progression, receive 'criticism' and incorporate expert views into the project. <p><u>Students:</u></p> <ul style="list-style-type: none"> • Self-assessment • Peer feedback: after the prototype, each has to evaluate the product on 2 levels: <p>1. What should be improved (i.e. the music is not adequate, it is copyrighted; some shooting is not well</p>	<p>and some mates as "external evaluators" (the coordinator has the role to ask some peers to give a look at the work and to fill in a grid that the group has created)</p> <p><u>Assessment</u></p> <p><u>Teacher:</u></p> <ul style="list-style-type: none"> • assesses the work of team students to re-design the project. <p><u>Students:</u></p> <p>- Peer feedback and self-assessment</p> <p><u>Reflection (students only)</u></p> <ul style="list-style-type: none"> • record observations 	<p>and on the work as whole</p> <p><u>Assessment</u></p> <p><u>Teacher:</u></p> <ul style="list-style-type: none"> • assesses students' multimedia editing skills, students' collaboration on the project, students' ability to document, communicate and summarize learning processes and present prototypes and results to others <p><u>Students:</u></p> <p>- Peer feedback and self-assessment</p> <p><u>Reflection (students only)</u></p> <ul style="list-style-type: none"> • record their observations
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					<p>done; the story misses some crucial explanation; some facts need to be added etc.)</p> <p>2. What each one should do in order to improve the product (this is a self assessment process)</p> <p><u>Reflection (students only)</u></p> <ul style="list-style-type: none"> record observations 		
<p>Outcomes</p>	<ul style="list-style-type: none"> teacher is ready to introduce new forms of assessment topic of study agreed and expected learning outcomes understood groups formed and roles within them agreed Assessment criteria agreed for group and individuals students understand how they and the teacher will record their progress and contribution to group work 	<ul style="list-style-type: none"> self-assessment process in place Information collected from a range of sources, and shared 	<ul style="list-style-type: none"> students have pooled information gathered and decided which is important and how it fits together to meet the learning objective learning progress and contribution to the group's work is recorded by all students 	<ul style="list-style-type: none"> prototype product (e.g. video) is created, based on a plan or storyboard designed collaboratively activities of students and their reflective observations are recorded 	<ul style="list-style-type: none"> process to obtain feedback agreed and implemented students understand the strengths and weaknesses of the product / video, after external feedback students have recorded their learning gains and contribution to the group, and set their goals for the next stages of the project 	<ul style="list-style-type: none"> the product is improved, making use of the feedback received, and developing a range of student competences evidence of students' contribution and learning is recorded digitally 	<ul style="list-style-type: none"> the product is disseminated, e.g. via a live event a statement is produced and agreed by students of their contribution to the end product, what they have learnt and how they intend to go further teacher and students are able to provide evidence of any added value of tablets