CREATIVE CLASSROOMS LAB PROJECT (CCL)

PROJECT IDEAS: EARLY ACHIEVEMENTS AND GOALS

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Webinar: Wednesday 9th October 2013 5:30pm CEST

The Creative Classrooms Lab project is coordinated by European Schoolnet and it has been funded with support from the European Commission.
AIMS OF THE SESSION

• Welcome
• Project Ideas: Early Achievements and Goals
• To present our four scenarios for the pilots
• To prepare you for the pilots starting in November.
• Next Steps - CCL Blog
• Questions
11 Project Partners
Each MOE has a National Co-ordinator
**CCL Project Lifecycle**

1. **1st Capacity Development workshop**
   - *May 2013*

2. **Development of the first set of Policy Scenarios and Learning Stories**
   - *Jun – Sep 2013*

3. **First round of classroom pilots using the developed Scenarios and Learning Stories**
   - *Nov 2013 – Apr 2014*

4. **Initial observation results and 2nd Capacity Development workshop**
   - *Jun 2014*

5. **Final observation results and 3rd Capacity Development workshop**
   - *Mar 2015*

6. **Second round of school pilots with the new set of scenarios**
   - *Oct 2014 - Jan 2015*

7. **Development of the 2nd set of scenarios and Learning Stories based on the initial results**
   - *May- Sep 2014*
THE LEAD TEACHERS

- Form part of a practitioner focus group for scenario development
- Contribute to developing sets of pedagogical scenarios

Austria
Dr. Petra Traxler

Belgium Flanders
Kurt Klynen

Belgium Wallonia
Sandrine Geuquet

Czech Republic
Petra Boháčková

Italy
Daniela Cuccurullo

Lithuania
Virginija Birenienė

Portugal
Rui Lima

Slovenia
Simona Granfol

UK
Phil Spoors

Read the terms of reference for responsibilities.
1. Introduce your school and your role

2. I am/We are currently ...

   (Describe the kit you are using and the age group of students and how many? etc.)

3. What would you like to achieve from the CCL project?

4. What do you think will be your biggest challenge?

5. Identify 2 key questions at this stage that you are asking in school about the use of tablets within 1:1 learning.

35 out of 45
Almost 78%

A great start, but please remind your teachers to attend the webinar and complete the blog as part of the contract.
KEY QUESTION AREAS HIGHLIGHTED IN THE FIRST BLOG...

• Learning, Teaching and Assessment
  • Role of the Teacher and Role of the Student
• Practical Ideas including software and apps
• Training and Professional Development
• Motivation
• Hardware Solutions
• Narrowing the gap
• CCL Specific
• Impact
• Funding
• BYOD
‘HOT’ FROM THE BLOGS...
Focus your questions...work towards being able to **demonstrate** your findings...

- Are tablets good?
- What are the main advantages and disadvantages of using tablets in your classroom?
- Is the BYOD a dream, a nightmare or an unavoidable evolution of our pedagogical practice?
- From a teacher’s point of view, is it better for every student to have the same device, or bring from home whatever is available? *Why* is that? Arguments For ... and Against...

- Remember the different perspectives of the teacher and the students.
- Gather EVIDENCE to support your ideas.
- Keep revisiting your questions, collate the questions into the different themes.
- Use your questions as part of your dissemination to staff in your school and beyond. (To help you collate more evidence.)
1. Learning, Teaching and Assessment
- What are the main advantages of using tablets in your classrooms – concerning learning and teaching, from the teachers’ point of view and students’ point of view?
- How do you assess your individual pupil’s work in a tablet scenario?
- How can we help you to implement the tablet scenario in your school practice?
- How can you tell if learners are approaching their school work differently?

2. Practical Ideas including software and apps
- Where have you found the software and apps for your lesson – was it difficult to find them?
- Type of software and tablets – home and school – interoperability
- Usage of tablets at home/ or usage of notebooks at home

3. Training and Professional Development
- What kind of training would you need to implement tablets in your lessons?
- Are there proper Professional Development opportunities in your country?
- What’s the best approach for teachers: leave you to explore or send you on a course, or something else?
- What are the most important areas you would welcome CPD on?
For Information Only:
Early Questions from the MoE Partners 2

4. Hardware Solutions
- Who and why have chosen the type of tablet your school work with?
- Did your tablets integrate with other technology in the classroom/school, or were they used as stand-alone devices?
- What pedagogical benefits or challenges came from this?

5. CCL Specific
- Do you like exchanging your ideas and experience with teachers from other countries?
- Do you find the online CCL community effective and a good place to exchange good practice?

6. Impact
- How can we/you share your good practice on school/ national/ European level?
- What measurable results have you recorded so far?
- What have you done differently in this project and what impact has it had?

7. Funding
- Was the contract within the project a sufficient reward and recognition of your work?

8. BYOD
- Does your school allow students to bring their own device? From a teacher’s point of view, is it better for every pupil to have the same device, or bring from home whatever is available. Why is that?
CCL Scenarios 2013

Flipped Classroom
Italy, Portugal

Personalisation
Czech Republic, Lithuania, UK

Collaboration
Austria, Belgium Wallonia, Slovenia

Content creation
Belgium Flanders, Italy

All the scenarios are now on the CCL Website
### Example: Flipped Classroom
**Italy & Portugal**

<table>
<thead>
<tr>
<th>Scenario Title: Flipped Classroom</th>
<th>Countries: Italy, Portugal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration (no. of one hour lessons)</strong></td>
<td><strong>Italy &amp; Portugal</strong></td>
</tr>
<tr>
<td>1 lesson</td>
<td>It depends on the students. (in and out of school hours)</td>
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<tr>
<td>1-2 lessons</td>
<td>1 lesson</td>
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<tr>
<td>2-3 lessons</td>
<td>1 lesson</td>
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<tr>
<td>2-3 lessons and time out of school hours</td>
<td>2-3 lessons and time out of school hours</td>
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<table>
<thead>
<tr>
<th>Learning Activities</th>
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<tbody>
<tr>
<td>dream</td>
</tr>
<tr>
<td>explore</td>
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<tr>
<td>map</td>
</tr>
<tr>
<td>make</td>
</tr>
<tr>
<td>ask</td>
</tr>
<tr>
<td>re-make</td>
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<tr>
<td>show</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal (learning objectives, match to curriculum)</th>
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</thead>
<tbody>
<tr>
<td>The goal is to develop independent study and collaborative skills and self-organized learning.</td>
</tr>
<tr>
<td>The goal is to develop research and critical thinking skills.</td>
</tr>
<tr>
<td>The goal is to learn to learn.</td>
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</table>

<table>
<thead>
<tr>
<th>Description of each learning activity</th>
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<tbody>
<tr>
<td><strong>Students:</strong> listen, then discuss and refine the design brief according to individual needs and styles and familiarize themselves with and understand fully the new task; record discussions, reflections and decisions; form teams for collaborative work and define roles; start brainstorming the flipped classroom.</td>
</tr>
<tr>
<td><strong>Teacher:</strong> presents the topic to be ‘flipped’ and the design brief, giving instructions and examples; introduces the task and negotiates the assessment criteria with the class; asks questions to enhance understanding of the task leaving room for suggestions for change.</td>
</tr>
<tr>
<td><strong>Students:</strong> explore resources and videos suggested by their teacher and observe/record notes on the method of the flipped classroom; research, locate and collect resources to understand how to perform the task; share resources and observations with classmates; record observations (written or video) individually or in teams.</td>
</tr>
<tr>
<td><strong>Teacher:</strong> plans a web quest to guide resource exploration; guides research; supports / challenges choices; listens to their observations.</td>
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<tr>
<td><strong>Students:</strong> share ideas about the flipped classroom approach (students who understand concepts in the resources and videos share what they learned with the others who didn’t understand or have some difficulties); create mind maps in small groups or with all the class relating concepts to make connections between them; analyze and record comments on the findings.</td>
</tr>
<tr>
<td><strong>Teacher:</strong> stimulates oral discussion in class and supports work using ICT tools.</td>
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<tr>
<td><strong>Students:</strong> are now ready to prepare the ‘class’ at home; watch video(s) on the topic, and take notes to discuss in the classroom where concept engagement takes place; analyze issues through direct collaborative experience under the teacher’s guidance.</td>
</tr>
<tr>
<td><strong>Teacher:</strong> monitors activity, ensuring each student is on task.</td>
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<tr>
<td><strong>Students:</strong> perform the model of the flipped classroom to experts and schoolmates in order to validate it; contribute to an online debate, possibly involving parents, experts; conduct an online poll to collect opinions or understanding of a topic under discussion.</td>
</tr>
<tr>
<td><strong>Teacher:</strong> organizes validation; records reflections; collects feedback, analyses comments and interprets them for any redesign of the model.</td>
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<tr>
<td><strong>Students:</strong> re-design the prototype model taking into account the validation results.</td>
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<td><strong>Teacher:</strong> provides feedback and guidance.</td>
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<tr>
<td><strong>Students:</strong> present their design results and process through a video and documentation; share the video/documents with other students, their families and the school community; promote in other classes, inspire potential future users of the prototype: discuss future steps.</td>
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</tbody>
</table>
MOVING THE SCENARIOS FORWARD

• Begin to think about how you can take these ideas forward in your own setting.
• Concentrate on one particular year group and even one class
• Consider what are your key questions within your school setting
• Begin to shape some project ideas and lesson ideas
• Think about your lesson content and timings
Collaboration

- Collaborative learning concept
  - Different student roles:
    - Leader, reporter, organiser, researcher...
  - Peer support, interpersonal skills
  - Joint knowledge creation
- Physical learning space
- Digital competence, e.g. safety, privacy
- Research skills
- Working with external experts
- Inter-disciplinary / cross-curricular studies
- Individual learning goals
- Teacher as coach, online tutor, observer
- Assessment
Personalisation

- Personalised learning concept
  - Prior learning, differentiation, individualisation
- Formative assessment
  - Learning journal, ePortfolio, learning biography, self and peer assessment, use of feedback
- Research
  - Evaluating information, plagiarism
- Creative, peer and co-operative learning
- Communication skills
- Web 2.0, semantic web
- Teacher as facilitator, guide, peer tutor
- Parental involvement
• Flipped classroom concept
  – Learning outside school
• Innovative assessment
  – ePortfolio
• Types of learning
  – Independent, experiential, problem-solving, peer, collaborative...
  – Team formation, roles
• Research and critical thinking
• Validation
• Learning spaces and environments
• Teacher as coach, monitor
• Parental involvement
Content creation

- Game-based learning
- Authentic tasks
- Prosumer
- Negotiation
- Project planning, managing, time-keeping
- Designing and creating open educational resources
- Peer review
- Audience
- Innovation and creativity
- Learning and working outside school
- Student centered
- Teacher as coach, monitor, time-keeper
DEVELOPING YOUR LEARNING SCENARIO...

The first part of the blog...

1. I am going to use the learning scenario to...
LESSON PLANS

• Lesson Objectives
• Timings
• Learning Environment
• Key Competences
• Role of the teacher
• Role of the student
• What are the learning outcomes?
• What are the learning activities?
• How are the activities connected?
• Resources (Digital Technologies and Tools)
• Online and Offline Activities
• Assessment
• Reflection
• Collaborative Work v Individual Work

A lesson planner will be circulated for you to use/develop further.
CONTINUAL DISCUSSION...
(PLEASE FEEDBACK INFORMATION)

• **Inclusion** – How are you meeting the individual learning needs of students? [http://www.cast.org/udl](http://www.cast.org/udl)

• **E-Safety** – What policies and procedures have you got in place to address the safety of your students? (and staff)

• **Training and Professional Development** – What support do you now need? Who is providing this?
DISSEMINATION STARTS NOW...

• School Development: How are you sharing your practice?
  How is the work of the CCL Project linked to whole school development? [http://lsl.eun.org](http://lsl.eun.org)

• Revisit the document:
  Developing the Practical Guidelines for 1:1 (available in eight languages – FREE)
TEACHER COMMUNITY AND CCL BLOG

• Teacher community: http://creative.eun.org/community
• CCL blog: http://creative.eun.org/teachers-blog
1. I am going to use the learning scenario to...

2. Describe a little about one lesson you have taught so far using the tablets...

3. My three top tips for the teacher using tablets in the classroom are:

4. The two most useful apps that I have tried in my classroom so far...

5. Two useful apps that students recommend...

6. Two goals for teaching and learning in the next 8 weeks are:

Blog to be completed by November 15th 2013
# Webinars

<table>
<thead>
<tr>
<th>Month</th>
<th>Dates</th>
<th>Topics</th>
<th>Dates</th>
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<tbody>
<tr>
<td>M2</td>
<td>June/July 2013</td>
<td>Project Expectations</td>
<td>June 2013</td>
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<td>Repeated September 2013</td>
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<tr>
<td>M6</td>
<td>September 2013</td>
<td>Project Ideas – Early Achievements and Goals</td>
<td><strong>Wednesday October 9(^{th})</strong></td>
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<td>M10</td>
<td>January 2014</td>
<td>Project Challenges</td>
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<td>M14</td>
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<td>Working with Others</td>
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<td>M22</td>
<td>February 2015</td>
<td>Teacher Conclusions and Recommendations</td>
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After each webinar all teachers will complete a project blog within the online community.
THANK YOU!

Read more: http://creative.eun.org
Contact us: creativeclassroom@eun.org
Twitter: #creative_eu
@eu_schoolnet
@DianaBannister

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