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

CREATIVE CLASSROOMS LAB PROJECT (CCL)

‘WORKING WITH OTHERS’ (AND GENERAL UPDATE)

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Webinar 4: Tuesday 3rd June 2014 CET
AIMS OF THE SESSION

1. Feedback on first round of pilots including observations
2. What kind of support do teachers want for second pilot?
3. Presentation topics of draft scenarios & feedback to lead teachers before scenario development workshop
4. Working with Others – Blog 4
5. Upcoming: questionnaire for all teachers, template with information on 1st pilot
CCL Project Lifecycle

1st Capacity Development workshop
*May 2013 ✓*

Development of the first set of Policy Scenarios and Learning Stories
*Jun – Sep 2013 ✓*

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

Initial observation results and 2nd Capacity Development workshop
*Jun 2014 ✓*

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

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

Development of the 2nd set of scenarios and Learning Stories based on the initial results
*May - Sep 2014*
Peer Exchange Workshop – 6th/7th March 2014
What have I found? How can I make sense of it? What is useful/reliable?

What questions can I ask? How will I find the answers? “Big question” and research.

What object will I choose? Why is it important to me?

What will I produce to share my findings?

What do people think of my prototype? How can I improve it? What critique can I give others?

Can I complete a high quality product to present my findings?

Can I articulate my findings and product to a real life audience?

Created by Phil Spoors, Cramlington Learning Village, UK
CCL 2013 Scenarios

- Flipped Classroom
  Italy, Portugal

- Personalisation
  Czech Republic, Lithuania, UK

- Collaboration
  Austria, Slovenia, Belgium Wallonia

- Content creation
  Belgium Flanders, Italy
# Scenario and Learning Story Feedback

<table>
<thead>
<tr>
<th>Like</th>
<th>Dislike</th>
<th>Change the following</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>2</td>
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<td>3</td>
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GENERAL LIKES

1. Brainstorming and dreaming to begin

2. Like: each student is engaged; student learn according to his / her learning style; teacher prepared different and personalized tasks to do, students shared the ideas and findings, they were all active. Students are receptive to computer technology and quick learners; Collaboration space Edmodo is very useful for uploading material, to collect the reflection, feedback.

3. Collaboration forces the contact and the exchange between teachers

4. Students have access to a greater variety of learning experiences that include and extend beyond the traditional education settings and benefit from increased community involving in their learning.

5. The ASK phase of the project.

6. Tablets allow me prepare different tasks and different parts of topic for each student according to his possibilities.

7. A creative process led to a creative product

8. I like the amount of feedback to pupils that is suggested and reflection time. It is more than I would normally give.

9. In personalization scenario students follow personal paths towards creating personal products and using technology for education goals.
GENERAL DISLIKES

1. To set up a class for work with tablets as we do not have an IT person for technical support of tablets and solutions.
2. The “overlapping” between the other scenarios makes the focusing difficult.
3. Under 'roles', it doesn't suit the idea of personalisation if the teacher always controls the initial idea
4. Better definition of the kinds of tasks involved in reflection are needed
5. The act of personalization necessarily promotes some content while excluding other content “learning in a box”
6. Descriptor time should also include a real time table
7. The time between developing and trying it out with the students is too short. I should take more time for thinking over some more about the task I will give.
GENERAL DISLIKES

8. Specialist apps cost money! (Volume licensing?)
9. Some students don’t like to work with a tablet.
10. It is difficult to assess the work of the students if it is delivered digitally. Giving feedback is more difficult and for inspection you have to be sure that the students won't delete their task as the inspection can go back for several years.
11. Parents of older students are not really interested
12. As it was the first project with tablets for students we needed more time for practical activities how to manage tablets and apps.
13. How to rate the process v the product
14. I find the % of time that each phase should take, restrictive and this needs to be more flexible
15. The need to classify the students “binds me”.
TEACHERS SAID CHANGE THE FOLLOWING...

1. Create a universal paper for the ratings/checklists

2. In reality, once I'd planned the project, I didn't look at the learning activities document again because it was too big and unwieldy for everyday use.

3. I am often trying things out without having a goal. I might change it now and starting from a goal and find something to reach that goal.

4. The scenario should not be located only in one classroom – connection and collaboration with other classes, schools, organisations are very interesting

5. I don't think I achieved as much feedback and reflection time as I should have.

6. Add opportunities for Cross Curricular

7. I would like to combine scenarios and a PBL approach more.

8. Add to the goals what the learning outcomes and competencies are
I feel like continuing on the content creation but collaboration and flipping the classroom seem to interesting to develop to for my courses. I am already using flipped classroom, the collaboration would be something new to work out and discover.

Marc Deldime
Belgium Flanders

Idea for the next scenario: The use of tablets in outside activities.

Pedro, Portugal

Grégory Cromphout
Belgium Wallonia

• Be more specific about the scenario name: Collaboration could involve so much interactions (students, teachers, parents, schools, people not from scholar environment...) and each one has got its own characteristics and specificity

• Insisting on the "plus" brought by the ICT use. How would the scenario be impossible or harder to process without IT?

Idea for the next scenario - 1
My ideas for the next scenario: I will use tablets in my

- **IT lessons** “What are recent developments in computer system architecture: processor, primary memory, secondary memory, input and output devices”.

- I will use Edmodo, Students will read my uploaded material before the lesson at home, different activities will be organized for activists, reflectors, theorists, pragmatists, rubric for grading I will upload to the Edmodo in advance.

Daiva, Lithuania

In the school some times students ask me, "why are we learning this?" It seems to be interesting to prepare scenario based on real life. Like "today at school our class changed into trade company, into space researching company, marketing company etc.” I mean something like project days or lessons based on real life.

Fort Boyard – game

Ivy Skybova, Czech Republic
• I would not change the scenarios – I think some improvements and adjustment can be useful

• Connections – Making Connections in every way – school to school, students to other students, schools to experts,…. Could be an interesting scenario/Theme

Michael, Austria

For the next try-out of the content creation scenario:

Let the choice by the children how to delivering the materials. Keynote, Powerpoint, Movie, Voice,....

Philip, Belgium Flanders

The part ASK, because this was new for me. This isn’t practise in our school, maybe also not in our country. But I found it very important because with asking other experts we are collapsing walls of the classroom. Andreja, Slovenia

• Two or more scenarios will often naturally overlap - where they do, teachers should be charged with reporting on the links, opportunities and issues, etc.

• Personalisation doesn't specifically cover the need to make each pupil's experience personal to them. Perhaps rename or refocus.

Lisa, UK
Feedback from First Phase of CCL Observations
INITIAL FEEDBACK ON OBSERVATIONS

1. Scenario Process
   • Levels of integration
   • Same theme
   • Checklists

2. Varied levels of access and ownership

3. 1:1 technologies v 1:1 learning

4. Whole School Change

5. One Classroom v Whole School: One lesson v Showcase?

6. Learning Spaces

7. Lack of consistency between teachers in same school

8. Apps – refine!

9. Length of lesson times/Collapsed Curriculum

10. Outcome v Output
INITIAL FEEDBACK ON OBSERVATIONS

11. Team Teaching

12. Independent Learners / Learning

13. Project based learning

14. Assessment

15. Formative Assessment / Student Response

16. Reflection – more guidance needed

17. Specific Testing
   • have you used it?

18. Collaboration

19. Paperless classrooms

20. Experimental
## Policy Priorities

<table>
<thead>
<tr>
<th>Use of digital resources</th>
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<tbody>
<tr>
<td>BYOD (Bring Your Own Device) strategies</td>
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<tr>
<td>Supporting informal, non-formal learning opportunities (out of school use, home use of tablets)</td>
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<tr>
<td>Lesson organization and classroom management</td>
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<tr>
<td>Subject specific use</td>
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<td>Interdisciplinary use</td>
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<tr>
<td>Cloud Computing strategies</td>
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<tr>
<td>Exploring new forms of assessment</td>
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<tr>
<td>Integration with other technologies: IWBs</td>
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<tr>
<td>Investigating funding, ownership and access models</td>
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<tr>
<td>Creation of digital resources</td>
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<tr>
<td>Integration with other technologies: VLEs</td>
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<tr>
<td>Engaging other actors in the process of learning (libraries, museums, local business)</td>
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## Scenarios for Pedagogical Change?

- Flipped Classroom
- Content Creation
- Personalisation
- Collaboration
A different kind of scenario development?

Tangibility Factor!
- Questions
- Section by section
- Goals
- Outputs v Outcomes
- Reflection
- Assessment
- Apps/Tools
- Concrete Examples
NEW EMERGING SCENARIOS

“iGroup”
(Collaboration & Assessment)
Austria, Italy, Slovenia

“Liberating learners”
(Independent learners)
Lithuania, Portugal, UK

Use of mobile technology for engaging project work about remembrance education
(School to School Collaboration)
Belgium Flanders, Belgium Wallonia, Czech Republic

1. What learning activities can you think of?
2. What support do you need for year 2?
3. What do you want to achieve?

Consider your initial thoughts on this and send questions to your lead teacher before the scenario development workshop on June 16th/17th.
WORKING WITH OTHERS – CCL BLOG 4

• Using the template complete one blog per country.
• Work with your lead teacher.
**Working with Others – CCL Blog 4**

<table>
<thead>
<tr>
<th></th>
<th>Something we have tried... (a particular activity and how it worked)</th>
<th>Something we would like to try...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students working with each other in the classroom</td>
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<tr>
<td>2. Engaging with Parents</td>
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<td></td>
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<tr>
<td>3. Another school</td>
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<td></td>
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<tr>
<td>4. A business</td>
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</tbody>
</table>

Blog to be completed by 31st July 2014
## IMPORTANT DATES

<table>
<thead>
<tr>
<th>Dates</th>
<th>Activity</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 3rd 2014</td>
<td>Webinar: Working with others</td>
<td>Reserve this date in your diary</td>
</tr>
<tr>
<td>June 2014 16/17th</td>
<td>Scenario Development Workshop</td>
<td>Ministry Organisation/Responsible Partners and Lead Teachers</td>
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<tr>
<td>End of June – September 2014</td>
<td>National Training Workshops</td>
<td>FOR ALL CCL TEACHERS in each country to prepare 2nd Cycle Scenarios</td>
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<td>Check DATES with your Ministry Organisation/Responsible Partner and Lead Teachers</td>
</tr>
<tr>
<td>October 2014</td>
<td>Start of new pilot scenario cycle 2</td>
<td>Talk to your lead teachers Plan your learning activities</td>
</tr>
<tr>
<td>November/December 2014</td>
<td>Peer Exchange Workshop Brussels</td>
<td>20-25 teachers Details to follow ASAP</td>
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QUESTIONNAIRE

• Available mid June – early July
# Webinars

<table>
<thead>
<tr>
<th>Month</th>
<th>Dates</th>
<th>Topics</th>
<th>Date(s)</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></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>Wednesday October 9th</td>
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<tr>
<td>M10</td>
<td>January 2014</td>
<td>Project Challenges</td>
<td>Wednesday January 8th 2014</td>
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<tr>
<td>M14</td>
<td>June 2014</td>
<td>Working with Others</td>
<td>Tuesday June 3rd 2014</td>
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<tr>
<td>M19</td>
<td>October 2014</td>
<td>Sharing Ideas</td>
<td></td>
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<tr>
<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.