

Checklist to validate Lesson Plans for Collaboration

This checklist is to be implemented within a group of lesson plans concerning a Learning Story, based on the educational scenario Collaboration, framing all activities to be developed (Dream, Explore, Map, Make, Ask, Remake and Show). In **bold** are items that can be considered essential for the collaboration model.

Tick all items of the list that are clear in each of your lesson plans. In the end, and after the analysis of the plans of the Learning Story, a large number of items should be ticked. A high number of ticked items show that the plan takes into account the principles of the scenario “Collaboration” as in the document “What is and how to use the Collaboration model?”

Goals and Objectives of Collaboration Learning Stories	
<p>Learning objectives are defined in order to develop:</p> <ul style="list-style-type: none"> <input type="radio"/> Interpersonal skills <input type="radio"/> Team-working skills <input type="radio"/> Learn to learn skills <input type="radio"/> Digital competences <input type="radio"/> Safe and responsible ICT practices <input type="radio"/> Video making skills <input type="radio"/> Collaborative skills <input type="radio"/> Self responsibility for their work <input type="radio"/> Skills of planning tasks <input type="radio"/> Skills of communicating ideas <input type="radio"/> Online publishing skills <input type="radio"/> Skills of creating progress reports <input type="radio"/> Research and critical thinking skills 	<p>Activities are designed to:</p> <ul style="list-style-type: none"> <input type="radio"/> Engage disengaged learners <input type="radio"/> Move from a teacher centric to a pupil centric approach <input type="radio"/> Improve individual students’ self-esteem <input type="radio"/> Meet students’ needs <input type="radio"/> Improve student motivation and increase academic achievements <input type="radio"/> Help every child to make the most of their talents and potential <input type="radio"/> Engage students in project based learning <input type="radio"/> Ensure that all students contribute to the task

Resources	
<p>There are resources to be used:</p> <ul style="list-style-type: none"> <input type="radio"/> At home <input type="radio"/> At grandparents’ home <input type="radio"/> Online (alone and with friends) <input type="radio"/> Inside the classroom <input type="radio"/> At different school spaces (library, labs,...) <input type="radio"/> Outside the school (indoors, e.g. museum) <input type="radio"/> Outdoors 	<p>The resources list also includes:</p> <ul style="list-style-type: none"> <input type="radio"/> Tablets or other individual mobile devices <input type="radio"/> Software and apps <input type="radio"/> Virtual Learning Environment <input type="radio"/> Accessibility software for special needs <input type="radio"/> Assessment tools <input type="radio"/> Cloud computing storage or school server <input type="radio"/> Interactive whiteboards <input type="radio"/> Voting systems

Assessment	The assessment provided is		
	Diagnostic	Formative	Summative
<input type="radio"/> Teacher assesses the work of individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Teacher assesses the work of student teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Students self-assess their own work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Students assess the work of peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Parents assess the work of individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Parents assess the work of team students		<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Experts assess the work of team students		<input type="radio"/>	<input type="radio"/>

Starting Activities	
<p>Teachers should:</p> <ul style="list-style-type: none"> <input type="radio"/> Present the design brief and suggested success criteria <input type="radio"/> Provides students with a challenge to research a topic on a controversial issue <input type="radio"/> Form groups according to their learning styles <input type="radio"/> Ensure that all team members have a defined role <input type="radio"/> Monitor brainstorming <input type="radio"/> Negotiate outcomes and success criteria <input type="radio"/> Help students to evaluate the information 	<p>Students should:</p> <ul style="list-style-type: none"> <input type="radio"/> Discuss the problem scenario in groups <input type="radio"/> Brainstorm ideas to cross learning boundaries <input type="radio"/> Form teams and allocate roles <input type="radio"/> All teams have Leader, Reporter, Organiser, and Lead Researcher <input type="radio"/> Watch a 'provocative' stimulus video <input type="radio"/> Complete sentences using online tools (e.g. Padlet) <input type="radio"/> Negotiate the success criteria <input type="radio"/> Do research (e.g. search) <input type="radio"/> Negotiate with teacher the target setting by groups

Main Activities	
<ul style="list-style-type: none"> <input type="radio"/> Teachers adopt a more supportive role in the lessons, providing regular guidance on how to improve the performance <input type="radio"/> Learners take responsibility for their work and carry out the activities that match their strengths <input type="radio"/> Most of the resources will be web based tools, accessed via tablet/mobile devices 	
<p>Teachers should:</p> <ul style="list-style-type: none"> <input type="radio"/> Approve final ideas <input type="radio"/> Monitor and guide activities <input type="radio"/> Take account of students' prior experiences and learning biographies <input type="radio"/> Provide additional support for individual students <input type="radio"/> Provide students with tools for learning outside the classroom <input type="radio"/> Define and provide examples of instruments to make the formative assessment <input type="radio"/> Specify appropriate learning outcomes against which the student must collect evidence of achievement over a period of time <input type="radio"/> Specify how students will work with experts 	<p>Students should:</p> <ul style="list-style-type: none"> <input type="radio"/> Research within teams <input type="radio"/> Share findings with other groups <input type="radio"/> Question the findings <input type="radio"/> Explain their (teams) chosen method to peers <input type="radio"/> Review and comment on each other's work <input type="radio"/> Write and share their findings e.g. blog, webinar... <input type="radio"/> Build feedback loop into information published <input type="radio"/> Review progress against start points and targets

Main Activities

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| <ul style="list-style-type: none"><input type="radio"/> Provide different resources for different students<input type="radio"/> Differentiate work for gifted students and those with special needs<input type="radio"/> Consider roles for gifted students and those with special needs<input type="radio"/> Do final assessment of end product and process | <ul style="list-style-type: none"><input type="radio"/> Extend their learning by sharing with peers, teachers and parents<input type="radio"/> Demonstrate their knowledge and skills by reflecting on their learning and adding artefacts to a digital portfolio<input type="radio"/> Develop a learning journal or an ePortfolio<input type="radio"/> Formulate questions to ask schoolmates and others<input type="radio"/> Make online surveys<input type="radio"/> Reflect on feedback |
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Experts or Parents:

- Are engaged as supporters and supervisors
- Can access to online tools and resources
- Work together with the student to facilitate a differentiated learning experience
- Provide expert knowledge
- Use social media to involve/ interact with the learners
- Contribute with alternative views of the topic
- Are involved in tutoring or mentoring