Scenario Title: Personalisation	TDU (Trans disciplinary units)		School name:	Cramlington Learning Village		Topic:	Personal Artefact
Time (in no. of lessons or percentage of unit)	5%	45%		40%			10%
Activities	dream	explore	map	make	ask	re-make	show
Description of what each activity entails	Students will be asked to bring in a personal artefact which means something to them. E.g. a photo of a grandparent, an ornament passed down to them, a trophy they won, etc.

They are going to explore this artefact throughout the project learning enquiry skills as they go. | Students will generate questions about their artefact. They will consider different angles. What can they ask about it? What enquiry route does it lead them down? What things are they curious about? What can they find information about?

Students will choose an enquiry question about their artefact and then come up with sub questions to focus their enquiry. They will carry out research considering the information they find and its validity carefully as they do. | Students will organise the information they find out about their artefact. They will decide what information they wish to keep for their final product/presentation and which information is not relevant, useful or reliable.

They will begin to conceive a way to present their learning based on what they have managed to find out. | Students will now draft a final product based on their enquiry question and the information they have found out about it. They will make their first prototype of this product.

The product will be an item of their choice but must be something physical. They can back it up with online products to support it if they wish.

Final products will be displayed to the public and school community in our school 'street'. | Students will have the opportunity to gain feedback on their final product from:
• Peers
• Teachers
• Community where relevant
• Their family
• External experts (we intend to contact researchers at university and involve 'seniors on skype')
Students will now reflect on their feedback and decide what they intend to improve. | Students will create their final product based on the feedback they have received and their own reflections. They can of course continue to get on-going feedback on their product and draft/redraft this as many times as it takes to product a product which is of a high quality which they are proud of. | The presentations will first of all be carried out as a class. Students will be taught presentation skills and they will be given instant feedback after their presentations on their enquiry itself, their final product and their presentation of these things.

The artefacts/products and the enquiry behind them will then be shared both physically in our school street and virtually via a project website. |
| **Assessment** (type, instruments, …) **Reflection** | Rubric produced on the key learning outcomes of this project

Example (note this rubric needs to be completed to include the | At this point students will be expected to present their findings and research so far. They will present a number of enquiry questions they have considered and then | Students will be reflecting on their research in order to organise it. At tis point they will use graphic organisers to do this and | Students will continually think about whether the way they have chosen to present their work is the correct way to do so. | The feedback provided at this point will help students to reflect on their prototype so far and to improve their ideas for | The final product itself will be assessed using the rubric agreed with students at the start of the enquiry/project. This will | Students will now get feedback from a wider audience than just their peers and teachers with other staff and students |

| (reflecting upon one's learning and reporting activity status and progress) | ability to use information found to create high quality products and to present that information effectively to others) | justify their chosen question as well as give reasons for discarding some of their other questions.

They will show all possible research routes arising from their personal artefact and will again explain which route makes them curious and what information they have found.

Students will have to explain why they think their research is reliable and accurate. | staff and peers will discuss these with them to help them make the correct decisions when organising the information. | They will draft, redraft and refine their work based on feedback and their own reflections. | their final product. It is still appropriate for students to decide that they need more research or information about their chosen enquiry question in order to make a high quality end product. | be done formally by the teacher.

The research carried out will also be assessed as part of this, not just the final product itself as will the students ability to reflect on their performance and evaluate their own work. | around the campus able to leave virtual 'augmented reality' comments about the work. External visitors and experts will also be invited to comment on the final work and to leave their reflections. |

Activities	Dream	Explore	Map	Make	Ask	Re-make	Show
Teaming and collaboration, Individual work, Personalisation	Individual task with the opportunity to gain ideas and feedback from parents, teachers and peers. The project itself is highly personalised due to the nature of choosing an artefact which 'means something' to the student. This should help to engage students at a personal level. As they will be choosing their own enquiry question and method of presenting their findings as a final product the project will be highly personalised with the teacher actively guiding the student towards questions and products of an appropriate challenge. The enquiry allows for as much feedback as is appropriate and needed as it progresses from a variety of sources. The teacher will be able to provide a number of tools to support and stretch students where needed such as sentence starters, writing frames, graphic organisers, etc. The rubric for the project is split into novice, apprentice, expert and coach. Students will find their own route through this criteria and will be set appropriate targets which will undoubtedly influence the scope and direction of their enquiry,	Individual task with the opportunity to gain ideas and feedback from parents, teachers and peers. There will be some opportunities for collaboration where enquiry questions overlap (if appropriate).	Individual task which will become collaborative when feedback is needed.	Most likely to be an individual task however, we will be open to students working together on larger products if their enquiry questions are significantly related and they may learn from working with each other. As with the rest of the project critique will be key and students will work together to advise each other and offer advice for improvement.	The specific method used to critique work will require groups of students to work together to establish critique principles and to use these correctly. It will help students to understand how to work well together, give constructive feedback, receive and act upon feedback and how to structure this type of conversation in a group.	Most likely to be an individual task however, we will be open to students working together on larger products if their enquiry questions are significantly related and they may learn from working with each other. As with the rest of the project critique will be key and students will work together to advise each other and offer advice for improvement.	It may be that the final online showcase of the project requires a collaborative 'group' effort.
Digital technologies (hardware,	Whilst there is scope for digital technologies here we are inclined not to use them. Choosing the artefact is central to the project and doesn't really	There are plenty of opportunities here to focus on apps which allow research such as Wapedia, How stuff works, online	Students will use our digital learning wall to explore a number of graphic organisers they could potentially use.	Some very simple apps on the galaxy tablet will be used to support the creation of the products. Many of the products are likely to be	Similarly to previous feedback students can capture feedback from others using the tablets. They can share their	This is similar to the Ask column, however, some students may wish to back their final product up with an online artefact which	Augmented reality app for feedback and comments. Maybe also used to allow students to give more detail on the

software, web 2.0 tools and services, …)							
	need any technological input. We feel that keeping this low tech and then using technologies to explore it and present about it is the best approach.	search engines. Which apps/tools students choose to use will depend on their artefact and what they are exploring. Students will be introduced to tools like Evernote to support the collection of their research and taught how to use the advanced features of search engines. Our own custom built question dice app will be useful in generating questions about the artefact to be explored. We will also use our school digital learning wall to access tools such as the kipling questions and thinking hats to help students approach coming up with their enquiry question from different perspectives. Of course the digital tools for research will be balanced against paper based sources too.	Students will be responsible for choosing an appropriate graphic organiser, some of which can be used directly from tablets, others which will be completed on paper if they prefer. Either way their final maps will be uploaded to the class blog either as a digital map or as a photograph taken with their galaxy tablet of their paper based map. The tablets will also be used to capture feedback from others. Students may choose to use the app MindJet as a way of organising their thoughts in a mind map.	paper based or physical models (students will choose). Our VCOP app will support students with literacy needs helping them to structure any written work, come up with sentence starters/openers/connectives, etc. A simple dictionary and thesaurus can also be used. If the question students have come up with is location based they can use tools such as google earth or maps. Students can capture their drafts and initial thoughts using their galaxy tablets and share these with the teacher/class via the class blog. Skitch could be a useful tool for presenting photos with annotations to accompany it.	products with external experts or the community via skype or google sites in order to get feedback from a much wider audience. Work can also be shared between classes in this way. Students will create some sort of presentation or blog post (still to be decided) which will explain what feedback they have had, what they have learnt from it and what they plan to do to improve their prototype before making their final product.	compliments it and allows them to explain their findings, process and product in more detail. Such an online product could 'tell the story' of the project, the enquiry question and where it has led. There are a wide variety of tools which could be used to do something like this: • Animoto • Google Drive/Sites • Stop Motion Pro • Weebly • Lino It • Skitch • Etc.	final product. Could use Aurasma, stiktu or even a simple barcode next to the work. Online website created on either google sites or weebly. This will include photos, videos and/or audio reflections captured via the Galaxy Tablets. An overall project website will collate links to each individual product created by the students. It may be that reflections about the project itself and the way in which it was conducted (including use of the tablets) are captured on video and made available on this website too.
Learning Environment(s) (the physical or virtual setting(s) in which learning takes place)	In the home. This is an artefact students will be bringing in such as a photograph or item. We will encourage them to discuss the project with their family to help them choose an artefact which they want to explore.	This will take place in the school, both in the classroom, in the school's 'knowledge café' and/or break out spaces. Our school VLE will be key to delivering apps and sharing information.	This will take place in the school, both in the classroom, in the school's 'knowledge café' and/or break out spaces. Our school VLE will be key to delivering apps and sharing information.	This will take place in the school, both in the classroom, in the school's 'knowledge café' and/or break out spaces. Our school VLE will be key to delivering apps and sharing information.	This will take place in the school, both in the classroom, in the school's 'knowledge café' and/or break out spaces. Our school VLE will be key to delivering apps and sharing information. Skype could be used to link with other environments.	This will take place in the school, both in the classroom, in the school's 'knowledge café' and/or break out spaces. Our school VLE will be key to delivering apps and sharing information.	This will take place in the school, both in the classroom, in the school's 'knowledge café' and/or break out spaces. Our school VLE will be key to delivering apps and sharing information. Students will use public online tools to make their final work available to the public. Our school street will be used as a public exhibition space.

| **Roles** (teacher, students, parents, experts, etc.) | Parents and students to choose their artefact. Teacher to act as advisor/guide and to give concrete examples and ideas of artefacts which could be brought in. | Student will act as the researcher deciding on their question and carrying out their research. They will also refine their question as they need to.

The teacher will act as the activator helping the students to choose appropriate, rich and interesting questions about their artefact and giving ideas on how to do this.

The teacher will provide feedback on the questions formed and the quality of the research asking the students to reflect and improve as appropriate. | The student will be responsible for organising their research and making sense of it.

The teacher will support by giving examples of how this can be done and by supporting students to do this.

The teacher will provide feedback and advice on how to improve student maps.

Students will also be involved in peer feedback. The teacher will be key in coaching students on how to give and receive effective feedback and how to act on this. | As with the rest of the project the student will lead the learning deciding on what product to make based on their research and artefact. The teacher will guide this choice asking questions to help the student make good decisions.

The teacher will coach the students in the art of drafting, critique and redrafting and will structure regular formal opportunities for students to do this. Critique will be based around the system employed at High Tech High (school in California which specialises in project based learning) | As well as the regular opportunities for feedback/critique and improvement this will be a specific stage where students have a final draft of their prototype product and are ready to begin their final product. We are undecided at this stage whether this will be a scheduled lesson which all students are working to or whether we should allow students to do this at point of need when they feel they have the highest quality prototype possible.

It may be appropriate at this point to involve other classes, parents and external experts in providing feedback and ideas for improvement/refinement. | The student will lead the learning deciding on what product to make based on their research and artefact. The teacher will guide this choice asking questions to help the student make good decisions.

The teacher will coach the students in the art of drafting, critique and redrafting and will structure regular formal opportunities for students to do this. Critique will be based around the system employed at High Tech High (school in California which specialises in project based learning) | Students will present their final product and their thoughts on the process they have been through.

Parents, external experts, teachers, community will all be the audience for the work. |
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