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

D2.2 REPORT ON PHASE II SCENARIO DEVELOPMENT

Direção-Geral da Educação (DGE) Portugal

European Schoolnet

V1.0 September 2014

V2.0 November 2014

Table of contents

INTRODUCTION

This report summarises the scenario development process (from May to September 2014) during the second project cycle of the Creative Classrooms Lab project. The developed Scenarios/Learning Stories were made availabe to teachers before the start of the second round of classroom pilots in October 2014. Until January 2015, 45 CCL teachers from 8 partner countries experimented with the use of tablets on the basis of these scenarios (see 3.4 Final Report on organisation of the pilots). For more information on the definitions of terms used and the project methodology, see D3.1 Protocol for Policy Experimentations.

In a first workshop in May 2014, CCL Policy Makers defined their priorities with regard to the use of tablets for year 2 of the project and developed three 'Policy Maker Scenarios' (see D7.2 Report on Second Mainstreaming workshop). On that basis, Policy Makers and CCL lead teachers developed together three 'Learning Scenarios/Learning Stories' during the 2nd Scenario Development workshop in June 2014 in Brussels. This report summarizes the process of developing the Scenarios and its outcomes, including the 2nd Scenario Development workshop, the three Learning Scenarios developed and support materials developed by the University of Minho (all materials available online).

The scenario development process applied in year 2 is largely the same as the process in year 1, summarized in D2.2 Report on Phase I Scenario Development. Particular aspects of the the process have been refined, on the basis of the lessons learnt from year 1 of the project. This report pays attention to these aspects, in particular to three areas: (1) improving the process of developing the Learning Scenarios during the workshop (2) closer involvement of the Pedagogical Board in the process and (3) more concrete guidance for the CCL teachers on the use of the scenarios.

SCENARIO DEVELOPMENT CYCLE

The second set of scenarios is implemented by the 45 CCL teachers from October 2014 to January 2015. In the second year Scenarios were developed between May 2014 and September 2014 during the second capacity building workshop in May 2014 and the second Scenario development workshop in June 2014.

DEVELOPMENT OF POLICY MAKER SCENARIOS

During the second capacity building workshop in May, CCL Policy Makers (CCL partners) discussed their priorities regarding the use of tablets, based on the experience and lessons learnt from year 1 of the project.

Prior to the second workshop and in order to fuel the discussions and the drafting of the scenarios during the workshop, European Schoolnet systematically gathered and analyzed information from partner organizations (ministries and related agencies) concerning the next round of scenarios via an online questionnaire and template (*see Annex 2*).

For the 2nd Scenario Development Process, each partner was asked to provide at least 2 scenarios, 1 general scenario and one leading-edge scenario, using the provided template. The template gathered information on the proposed theme/priority for each country, the issues the proposed scenario aims to address and main features. The template used was an updated version of the template used in year 1, including a question on lessons learned from the first year.

In addition, CCL partners filled in an online questionnaire providing information on their current priorities (low, medium, high) with 1:1 tablet initiatives. This question was the same as in the questionnaire sent prior to the first workshop in May 2013, in order to ensure comparability of the results. Outcomes of this exercise were presented to partners in the 2nd Mainstreaming workshop. An overview of the answers is presented in *Annex 1*.

HIGH PRIORITY QUESTIONNAIRE

TOPIC	HIGH PRIORITY
Use of digital resources	(4) Austria, Belgium Flanders, Italy, Portugal
BYOD (Bring Your Own Device) strategies	(4) Austria, Belgium Flanders, Czech Republic, Italy
Supporting informal, non-formal learning opportunities (out of school use, home use of tablets)	(4) Czech Republic, Italy, Portugal, Slovenia
Lesson organization and classroom management	(4) Belgium Flanders, Czech Republic, Italy, Portugal
Subject specific use	(3) Czech Republic, Italy, Slovenia
Interdisciplinary use	(3) Czech Republic, Italy, Slovenia
Cloud Computing strategies	(3) Czech Republic, Italy, Slovenia
Exploring new forms of assessment	(3) Italy, Portugal, Slovenia
Integration with other technologies: IWBs	(2) Czech Republic, Italy
Investigating funding, ownership and access models	(2) Czech Republic, Belgium Flanders
Creation of digital resources	(1) Italy

Integration with other technologies: VLEs	**(1)** Italy
Engaging other actors in the process of learning (libraries, museums, local business)	**(0)**

* UK did not mention any high priority topic, only medium priority *(Use of digital resources, Creation of digital resources, subject specific use, interdisciplinary use)*

OTHER TOPICS MENTIONED IN QUESTIONNAIRE

TOPIC	COUNTRY
Use of tablet for inclusion	Italy
Provision of more bandwith and fiber to schools	Belgium Flanders
Changing regular education (first tests are running) into 2/5 to 3/5 Education System: 2/5 in Group work/ free learning, 3/5 traditional learning each week	Austria
Technical support of ICT using in schools (school wifi, free internet access for students, safety)	Czech republic
Implementing the use of e-textbooks, e-materials and evaluation of it	Slovenia
Coding skills, interest in MOOCs (not really relevant to schools), **3D Printers**	UK

LESSONS LEARNT FROM FIRST ROUND OF IMPLEMENTATION OF SCENARIOS

In AUSTRIA, lessons learnt were that the Flipped Classroom model offers a scenario for group learning but still needs to be taken further. In BELGIUM FLANDERS, the main benefits of tablets are, based on the CCL observation visits, their mobility and multimedia. Therefore, the idea was to combine both benefits in a project work about remembrance education for year 2. In the CZECH REPUBLIC, the year 1 scenario helped students to learn about the basic use of tablets. The aim for the new scenario was now to move one step further by enabling students to communicate to each other with the help of tablets, also outside the classroom, as in this point using tablets becomes unique. In ITALY, it was discussed, based on the comments from the teachers, that it would be useful to have tangible outputs, e.g. documentation, videos, etc. in order to have evidence of all Learning Activities. In PORTUGAL, one conclusion from the work on the first scenario was that real time feedback given by teachers would improve students' results and enhance their motivation to learn. Further, a mismatch between tasks and assessment was identified. In the UK, one lesson learnt was that students need to be better prepared for the work with tablets, as some struggled initially. Further, there would be significant benefits in getting parents more involved. There needs to be a clear documentation and evidence of the learning that takes place. It is important to consider how feedback is provided to students and how to measure the impact that feedback has upon learning goals. Finally, the UK teachers really liked the CCL Scenario tool, especially the 'ask' phase *(also see Annex 1).*

YEAR 2 POLICY MAKER SCENARIOS BY COUNTRY

In year 2 of the project, CCL partners provided 8 national policy scenarios prior to the mainstreaming workshop:

TOPIC	COUNTRY
3D printing – use in all grades and most subjects	Austria
2/3 and 3/5 weekly lessons – 2 days individualised/ free and group learning, three days traditional learning	Austria
Use of mobile technology for engaging project work about remembrance education	Belgium Flanders
School to school (student to student) collaboration	Czech Republic
Inclusive learning using tablets	Italy
Assessment and Evaluation	Italy
Changing assessment, changing learning	Portugal
Nurture independent learners and thinkers	UK

During the second capacity building workshop in May 2014 partners jointly developed common Policy Maker Scenarios on the basis of the scenarios proposed by each country (see D7.2 Report on Second Mainstreaming workshop).

The Policy Maker Scenarios designed during the workshop revolve around three topics agreed by the MoEs as national priorities: **School to school collaboration**, **iGroup (Collaboration & Assessment)**, **Liberating learners (independent learners)**.
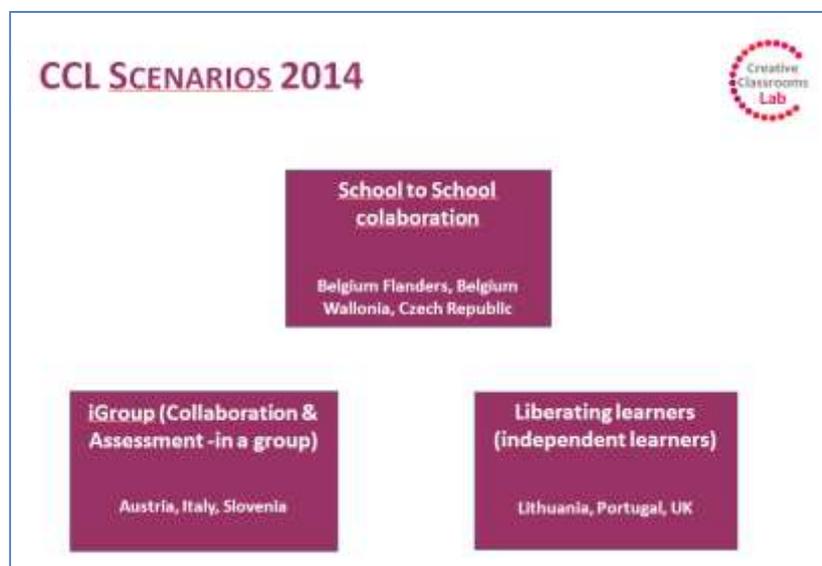
The finalized Policy Maker Scenarios can be found on the CCL website: http://creative.eun.org/scenarios

The Policy Maker Scenarios served as a basis for the creation of Learning Stories (including activities) which were the basis for teachers to draw up their lesson plans for the implementation of the use of tablets in the classroom. The aim was to devlep scenarios that engage teachers, learners and stakeholders both inside and outside the school.

DEVELOPING LEARNING STORIES/ LEARNING SCENARIOS

Learning Stories (originally also refered to as pedagogical scenarios) were created in a second Pedagogical Scenario Development workshop in June 2014. During this workshop, CCL Partners developed, together with the 9 Lead teachers, one from each country/region, a new set of Learning Scenarios/Learning Stories, on the basis of the new common Policy Maker Scenarios.

For the second round of developing scenarios, the project built on the experiences, processes and materials of the first scenario development process. Therefore, the workshop sessions below ensured that these were fed back to CCL partners:

- From Scenario to Implementation…Leading the Way! (Lead teachers)
- World Café Review of Year 1
    - Teacher Blogs after webinar
    - Scenario Process
    - Support Materials
    - Technical Implementation and Infrastructure/working with Industry
    - Feedback from Observation Visits (Diana Bannister, UoW)

Therefore, the sessions ensured that these were fed back to CCL partners, e.g. lead teachers presened their work in year 1 and gave feedback from year 1 observation visits. During a word café, CCL Partners reflected on the teacher blogs, the Scenario Process, the Support Materials provied. Moreover, they discussed the technical Implementation and infrastructure and working with industry in the project.

Positive aspects

- The brainstorming and dreaming in each activity is very important;
- Each student is engaged;
- Students learn according to his/her learning style, teachers prepare different and personalized tasks;
- Students shared the ideas and findings;
- Students are receptive to computer technology and quick learners;
- Students have access to a greater variety of learning experiences that include and extend beyond the traditional education settings;
- Collaboration forces the contact and the exchange between teachers;
- The **Ask** phase of the project
- Tablets allow teachers to prepare different tasks and different parts of topics for each student according to his/her possibilities;
- The amount of feedback that students give is higher than before;
- Personalization give possibilities to students create personal products;

Next to positive feedback, important points for improvement were made:

- There is a need of a person with IT knowledge to resolve technical problems;

- Sometimes there are "overlaps" between scenarios, so focus is difficult;
- The tasks must be well defined;
- Sometimes the time between developing and trying it out with the students is too short;
- Some apps aren't for free;
- Some students don't like to work with tablets;
- Sometimes parents of older students are not really interested;
- Sometimes more time is required for practical activities to manage tablets and apps.

Teachers also made comments on how to better implement the next scenarios. Some of them are:

- Existence of checklists to monitor the various phases of the Learning stories;
- Learning activities are too extensive and unwieldy for everyday use;
- Defining pedagogical goals within the scenario is very important;
- The scenario should not be located only in one classroom. Collaboration with other classes is very important;
- The scenarios should be connected to real life;
- Making connections between schools, between students could be very interesting;
- The new scenarios have to be communicated at an early stage to teachers.

During the workshop, the lead teachers and the CCL partners were divided into groups to "design" the Learning Stories/Activities, one for each scenario.

The focus of each scenario was as in year 1 a distinct pedagogical approach rather than focusing on a specific subject or age group to allow for flexible implementation of the scenario. This approach had proven to be rather successful in year 1.

During the scenario development process, the challenge was for the project partners and lead teachers working on the same scenario to identify common points of interests and write together a common Learning Scenario that still allows for implementation regarding to national specific agendas and circumstances.

For this process the same templates were used as in project year 1. One important change to the template was to add one row on 'specific use of tablets' that requires specific information on the use of tablets for each of the scenario phases. This additional row makes the role of tablets in the scenarios more visible and helps to provide inspiration of how tablets can support the scenario approaches.

The task to develop a common Learning Scenario during one workshop was challenging during the first scenario development workshop. Therefore during the second scenario development workshop the process was divided into a series of distinct and structured guiding sessions (*see Annex 3*):

- Introduction to Scenario Development Phase 2
- Design of Pedagogical Scenarios
- Design of Pedagogical Scenarios - Part One - Brainstorm and reflect
- Plan and schedule, (e.g. essential features of classroom practice
- Tell me in 5 – groups presenting their main ideas to each other
- Feedback from the pedagogical board on the policy maker scenarios

- Design of Pedagogical Scenarios - Part Two
- Reporting back on Scenario Development

In the sessions, the whole group discussed the crucial points for each of the 3 new Learning Scenarios and the different groups provided feedback to each other.

For the Scenario "*Liberating Learners*" the relevant aspects were:

- Strong lead teacher;
- Clear goals and measurements of the goals;
- Lot's of sharing is needed;
- Involving students in the process (They must understand the process and design the project);
- Gather evidence of the work at each stage.

For the Scenario "*School to School collaboration*" the aspects were:

- Make learning as concrete as possible (Where to start, How to do it, What the outcome is/could be…);
- Make the collaboration effective (discussions is very important, sharing ideas);
- Collaborate more (within the country and with other countries);
- Meaningful use of tablets (use them for the purpose they have been made for – multimedia, mobility);
- Reasonable balance between the tasks (each student is dependent on his/ her classmates but has individual tasks to carry on, too. This links to personalisation & collaboration);
- Not too long descriptions – should be as concrete as possible;
- Project based learning – should be limited in time for teachers (not the whole school year, just one or two weeks).

For the Scenario "*Collaboration and Assessment*" the aspects were:

- Focus the relationship between 1:1 devices and enhancing collaborative processes;
- How to make the most of mobility;
- To enlighten the difference between tablets and other devices;
- Evaluate one activity/aspect/appto get feedback;
- How to evaluate scenario work process;
- How to capture important moments;
- What is the pedagogical advantage of using a tablet;
- Platform implementation;
- Guidelines for schools and companies;
- Better communication between schools in the country.

One of the Lead teachers (UK) created and presented a document "*How to use CCL Learning Story for your own Teaching*". This document has examples of "How to use a Learning story", with developed questions for each phase and useful tools to use in each phase of the Learning Stories. This document was very well received by all members in the Workshop, as a very useful tool to help all the CCL teachers involved.

With all this aspects in mind the creation of the new **Learning Scenarios** was very productive, as each group presented their Learning activities during the sessions. All new Learning Scenarios propose a stronger focus on how tablets can support each of the activities.

The Learning Stories and **Learning Activities** presented in the workshop were put on three Google docs where CCL partners and lead teachers could still improve their Learning Story until the end of July.

The outcome of this process guides the CCL teachers using tablets during the second round of pilots from October 2014 to January 2015. All the CCL teachers will derive their lesson plans from these Learning Stories.

The finalized three **Learning Stories** (*Annex 4*) including the description of learning activities and a summary of each scenario can be accessed at:
http://creative.eun.org/scenarios

In a European webinar and face-to face workshops at national level, all 45 CCL teachers will be introduced to the new Learning Scenarios. As in year 1, CCL teachers are to work on the basis of the Learning Scenario drafted by the CCL Partner of their country. As the underlying approach of the learning story was rather broad, teachers in general agreed with this approach as it allowed them to adapt it to their own curriculum and subject. Moreover, learning activities were also overlapping, e.g. even in the collaboration scenario, personalized and independent learning approaches could also be developed. The following picture shows the interconnection of the different scenarios.

iGroup (Collaboration and Assessment)

School School collaboration

Liberating learners (independent
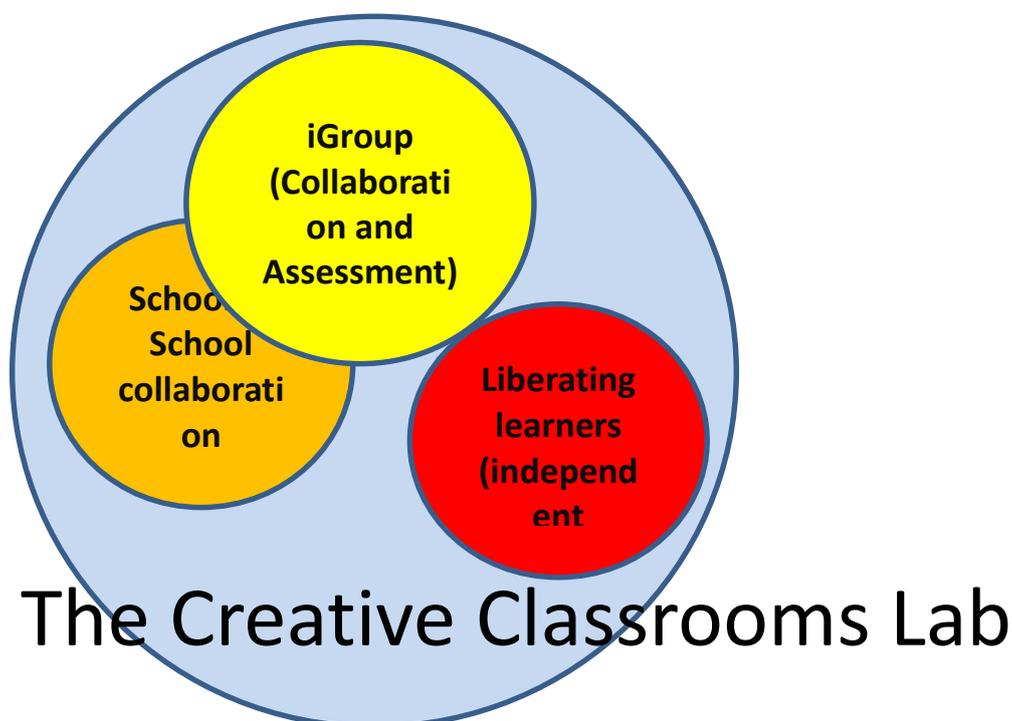
The Creative Classrooms Lab

Image 2 – overlapping scenarios

During the second scenario development workshop it was also discussed whether teachers could continue to work on a year 1 scenario. Similarly to the possibility to find links between the newly created scenarios, teachers

were invited to find links between their year 1 and 2 scenario and continue to work on relevant aspects of their year 1 scenario, if they wished, in the scenario from year 2.

PEDAGOGICAL BOARD

The feedback of the Pedagogical Board was considered as very useful in year 1, the board was therefore more closely involved in the scenario development in year 2 with an additional meetings before the scenario development workshop. In particular, the 6 experts of the Pedagogical Board already gave feedback on the Policy Maker Scenarios during an online webinar on 3 June 2014. During a second webinar on 30 June, they provided feedback on the new Learning Scenarios. This facilitated the experts' task to ensure that the Learning Scenarios are well aligned with the requirements from the Ministries of Education, as outlined in the Policy Maker Scenarios. During the scenario development workshop, the experts' feedback on the Policy Maker Scenarios was presented to the CCL partners and lead teachers.

The Pedagogical Board also provided extensive feedback on the Learning Scenarios developed during the scenario development workshop. In year 1, the educational expert at European Schoolnet had edited the Learning Scenarios, on the basis of the feedback received from the Pedagogical Board and sent it to CCL partners for approval and comments. This time, the educational expert provided a concise summary of the individual feedbacks the pedagogical board members had provided both on each scenario of the Learning Scenarios and their general objectives/ activities. One summary feedback for each scenario was sent to the CCL partners and lead teachers – for them to integrate the feedback of the Pedagogical Board. This new process ensured that the ownership of the authors of the Learning Scenarios was very well respected. The summary provided enabled them to take account of the extensive feedback of the Pedagogical Board.

The members of the Pedagogical Board drafted a set of considerations and suggestions to improve the 3 scenarios.

GENERAL COMMENTS:

- All three scenarios improved in comparison to first cycle scenarios.
- Include initial 'dream' phase for teacher: to plan the pilot, i.e. choose the topic, match it to school timetable constraints etc.
- Be more specific about the added value of tablets (field work, content production, engagement, creativity, apps available only on a tablet) – the scenarios are intended to demonstrate their usefulness (in a new row in the Google doc)
- Define the outputs and outcomes of each activity (in a new row in the Google doc).
- Specify how the tools mentioned are intended to be used.
- Similiarities between the three scenarios and tools mentioned.
- Make sure that Learning Story is also easy to use for teachers less experienced with tablets.

COLLABORATION AND ASSESSMENT SCENARIO FEEDBACK

- Be explicit about how to use tablets.
- Define the outputs and outcomes of each activity (in a new row in the Google doc).
- Illustrate how the suggested tools and technologies could be used.

- Focus on new forms of assessing.
- Avoid confusion with the School-to-school collaboration scenario.
- Enrich and innovate the reporting and communication channels for students.

LIBERATING LEARNERS SCENARIO FEEDBACK

- Define student competences in learning to learn. The most important aspect in this scenario is the student's development of learning to learn competence.
- Provide some context in which pupils are applying their learning skills otherwise the whole activity will be too abstract and will not be a meaningful activity.
- Be explicit about how to use tablets.
- Define the outputs and outcomes of each activity.
- The roles of / instructions for teachers should be clearly defined.
- Be more explicit about student activities.
- Specify the learning environments in the scenario.
- Be selective about suggested apps and tools.
- Clarify how to document and evidence the learning that takes place.

SCHOOL TO SCHOOL COLLABORATION SCENARIO FEEDBACK

- Be explicit about how to use tablets.
- Define the outputs and outcomes of each activity.
- Illustrate how the suggested tools and technologies could be used.
- Develop the mobility aspect (of students, of tablets, of places outside classroom).
- Elaborate on the collaboration expected.
- Develop all phases.
- Improve assessment of outcomes and recording of process.
- The narrative could be improved.
- Define and support the various roles of teachers.
- The scenario could build on the advantage of "Digital Storytelling" techniques.

Overall, the feedback from the Pedagogical Board proved again to be helpful and enabled the project to make a number of useful changes to the scenarios.

INVOLVEMENT OF ASSOCIATED PARTNERS IN THE PROJECT AND SCENARIO DEVELOPMENT PROCESS

In the second year of the project, six Associate Partners provided their support: Adobe (Adobe Captivate and Presenter software); Corinth (Corinth Classroom app and content); IRIS Connect (IRIS Connect video-based CPD platform); NEC (NEC DisplayNote content sharing app and NEC interactive displays); Promethean (Promethean ClassFlow teaching and learning platform); Samsung (upgrading of schools with Samsung tablets to Samsung Smart School solution); SMART Technologies (SMART amp collaborative learning platform). As well as supplying technology, CCL Associate Partners also proposed specific tablet scenarios.

SUPPORT MATERIALS

As in year 1, the University of Minho provides guides to the use of each of the new scenarios providing theoretical background on the concept and practical tips and tools for its implementation. The EUN pedagogical expert edited the documents and improved in general the clarity of the materials before they were published online. The first part of the documents provided useful professional development for teachers by introducing them to the topic in terms of the research and evidence. The second part was practical with tips and concrete tools. Finally, the university produced three checklists with some items for teachers to check that what they were doing in the classroom conformed to the aims and activities in the learning story. Again, EUN edited and improved the materials for clarity and usefulness. These guides to the scenarios are available on the CCL website.

One challenge discussed was that the guides have not been widely used by CCL teachers in the first project year. Therefore, for year 2 not only European Schoolnet but also the project partners took on the responsibility to introduce the support materials to the teachers. Another conclusion of year 1 was that it was difficult for the teachers to follow the different steps of the Learning Scenario, despite of the guidance already provided. Therefore, European Schoolnet produced an additional guide on how to use the scenarios. Moreover, the 9 lead teachers are expected to take the lead on guiding the other teachers in their tablet experimentation on the basis of the scenarios – as their support has been identified as particularly useful in the first project year.

NEXT STEPS

After the finalization of the second cycle of Learning Stories, the next steps included:

- Observations visits of the last schools and observation of how the previous scenarios were implemented
- October 2014 to January 2015 - Second round of school pilots with the new set of scenarios
- March 2015 - Final observation results and 3rd Mainsteaming workshop

ANNEX 1: PILOT/SCENARIO THEMES PRIORITIZED BY CCL PARTNERS FOR A SECOND ROUND OF PILOTS

MOE TABLET PRIORITIES SECOND CYCLE

QUESTIONNAIRE
- **Replied:** AT, BE Flanders, CZ, IT,SI, PT, UK
- **Missing:** BE Wallonia, LT

POLICY MAKER SCENARIOS
- **Sent:** AT, BE Flanders, CZ, IT, PT, UK
- **Missing:** BE Wallonia, LT, SI

HIGH PRIORITY QUESTIONNAIRE

TOPIC	HIGH PRIORITY
Use of digital resources	**(4)** Austria, Belgium Flanders, Italy, Portugal
BYOD (Bring Your Own Device) strategies	**(4)** Austria, Belgium Flanders, Czech Republic, Italy
Supporting informal, non-formal learning opportunities (out of school use, home use of tablets)	**(4)** Czech Republic, Italy, Portugal, Slovenia
Lesson organization and classroom management	**(4)** Belgium Flanders, Czech Republic, Italy, Portugal
Subject specific use	**(3)** Czech Republic, Italy, Slovenia
Interdisciplinary use	**(3)** Czech Republic, Italy, Slovenia
Cloud Computing strategies	**(3)** Czech Republic, Italy, Slovenia
Exploring new forms of assessment	**(3)** Italy, Portugal, Slovenia
Integration with other technologies: IWBs	**(2)** Czech Republic, Italy
Investigating funding, ownership and access models	**(2)** Czech Republic, Belgium Flanders
Creation of digital resources	**(1)** Italy
Integration with other technologies: VLEs	**(1)** Italy
Engaging other actors in the process of learning (libraries, museums, local business)	**(1)**

* UK did not mention any high priority topic, only medium priority *(Use of digital resources, Creation of digital resources, subject specific use, interdisciplinary use)*

OTHER TOPICS MENTIONED IN QUESTIONAIRE

TOPIC	COUNTRY
Use of tablet for inclusion	Italy
Provision of more bandwith and fiber to schools	Belgium Flanders
Changing regular education (first tests are running) into 2/5 to 3/5 Education System: 2/5 in Group work/ free learning, 3/5 traditional learning each week	Austria
Technical support of ICT using in schools (school wifi, free internet access for students, safety)	Czech republic
Implementing the use of e-textbooks, e-materials and evaluation of it	Slovenia
Coding skills, interest in MOOCs (not really relevant to schools), **3D Printers**	UK

COMMENTS QUESTIONAIRE

AUSTRIA: BYOD strategies more and more important. Austrians BMFB is currently testing cloud computing.

BELGIUM FLANDERS: Teachers invest a lot of time in content creation, discussions with publishers are ongoing. BYOD a well as funding strategies are high on the list of policy priorities.

CZECH REPUBLIC: As for BYOD devices schools need administrative background (insurance, responsibility etc). BYOD strategy should be supported by the higher of local business companies. To simplify teachers work, we would appreciate a platform suitable for all devices starting from tablets to IWB being developed specifically for schools and based on school license.

2014 POLICY MAKER SCENARIOS

TOPIC	COUNTRY
3D printing – use in all grades and most subjects	Austria
2/3 and 3/5 weekly lessons – 2 days individualised/ free and group learning, three days traditional learning	Austria
Use of mobile technology for engaging project work about remembrance education	Belgium Flanders
School to school (student to student) collaboration	Czech Republic
Inclusive learning using tablets	Italy
Assessment and Evaluation	Italy
Changing assessment, changing learning	Portugal
Nurture independent learners and thinkers	UK

2014 LEADING EDGE SCENARIOS

Emotionally tablet-based learning environment (Portugal)

Bringing intra- and interpersonal intelligence to a technology-saturated learning environment

Aim:	provide students with intra-and interpersonal skills which will redress the balance between what may become an "individualistic" technology and a "wholesome social and learning environment", leading to more mature and hence more motivated, cooperative and self-regulated students. This may lead to better, more stable knowledge and skills learning.
Implementing the scenario:	can be done via two frameworks (a) Gardner's Theory of Multiple Intelligences; (b) Emotional Intelligence as defined and… by Daniel Goleman and others.
Activities:	The scenario involves redesigning cognitive tasks to embed "emotionally-driven" activities which can be intrapersonal and/or interpersonal.

Immersive learning (UK)

Deploying immersive learning environments, spaces and experiences to nurture independent learners and thinkers

Aim:	Children sometimes find it hard to collaborate and immersive learning approaches help develop those important skills Children may find learning in an immersive context more authentic than traditional didactic learning
Implementing the scenario:	To explore the impact of collaborative learning of immersive learning approaches

WHAT HAVE YOU LEARNED FROM THE FIRST ROUND OF SCENARIOS?

AUSTRIA: (1) Children like to have a kind of "hands on" where they can see what they have "produced" e.g. in Mathematics, technology etc. This gives an additional kick to them. (2) Flipped Classroom offered the scenario for group learning, but the next step is a defined learning period per week.

BELGIUM FLANDERS: Based on the CCL observations i think that the 2 main benefits of using tablets are: mobility and multimedia. I try to combine these 2 benefits in a project work about remembrance education *(more detailed feedback in scenario).*

CZECH REPUBLIC: Scenario personalisation enabled piloting schools to improve simple use of tablets, students are able to use tablets as a personal device for storing homework, create short videos, photos, text. Teachers became familiar with 1:1 strategy in education. We would like to move one step ahead and make students communicate to each other with the help of tablets while in scenario 1 the communication was mostly on students to teacher base. In the second pilot year we would like to make students communicate also outside the classroom. In this point the using of tablets becomes unique.

ITALY: From the comments we received by the teachers, especially the lead teacher, we observed that other topic could be used for new scenarios. It would be useful to have tangible output (documentation, videos, etc.) in order to give evidence to what is being reported (event granular activity moments not only the whole learning activity). That is why the desired output can be a video documenting activities or narrating shortly the learning story.

PORTUGAL: By implementing the first scenario, we felt that real time feedback given by teachers would improve students' results and enhance their motivation to learn, as it will be less common for them to lag behind. On the other hand, we also felt that there was a mismatch between tasks and assessment.

UK: (1) we need to prepare the students well for the progamme, as some struggled initially with the hardware and the software used and this delayed starting the process. (2) There may be a significant benefit in getting the parents more involved. (3) It's important we are clear on how to document and evidence the learning that takes place – partly for the students themselves but also to show School Inspectors as part of our inspection regime. (4) It is important that we consider how feedback is provided to students and how we measure the impact that feedback has had upon learning goals. (5) The UK teachers really liked the CCL framework, especially the "ask" phase.

POSSIBLE POLICY MAKER SCENARIOS EMERGING:

Questionaire & draft scenarios

Collaboration (Austria, Belgium Flanders, Czech Republic)

BYOD strategies (Austria, Belgium Flanders, Czech Republic, Italy)

Use of digital resources (Austria, Belgium Flanders, Italy, Portugal)

Lesson organization and classroom management **(**Belgium Flanders, Czech Republic, Italy, Portugal)

Supporting informal, non-formal learning opportunities (Czech Republic, Italy, Portugal, Slovenia)

Exploring new forms of assessment (Italy, Portugal, Slovenia)

Subject specific use/ interdisciplinary use (Czech Republic, Italy, Slovenia)

3D Printing (Austria, UK)

ANNEX 2: TEMPLATE FOR POLICY MAKERS TO DRAFT SCENARIOS

CCL POLICY MAKER SCENARIOS

TEMPLATE FOR POLICY MAKERS/PARTNERS TO DRAFT SCENARIOS FOR THE SECOND ROUND OF PILOTS TO START IN OCTOBER 2014

> Each partner will draft first scenarios for the pilots according to their priority themes identified via the questionnaire and based on lessons learnt from phase 1.
> Please propose at least 2 scenarios, 1 general scenario and one leading-edge scenario in line with the priority theme (s) you have identified. Duplicate the template for each scenario.
> Please send us the descriptions **by 19 May 2014.**

---

1. THEME OF THE CCL POLICY SCENARIO:

Please mention here the general theme you have chosen for the pilot

---

2. WHAT DID YOU LEARN FROM THE FIRST ROUND OF PILOTS? HOW HAS THIS INFLUENECED YOUR PROPOSAL FOR A YEAR 2 SCENARIO?:

---

3. SHORT DESCRIPTIVE TITLE OF CCL POLICY SCENARIO:

(e.g. "Investigating the use of tablets for formative assessment and creating eportfolios with students in a science class")

---

4. AIM OF THE SCENARIO - WHAT DOES IT ASPIRE TO DO OR CHANGE?

- What are the current **challenges and issues** teachers in your country are facing in implementing 1:1 computing initiatives including tablets (e.g. infrastructure, training).
- How could this scenario **contribute** to **addressing existing problems** challenges in the education system/schools (e.g. engaging disengaged learners)?
- What are the **changes, improvements, pedagogical practices** you wish to occur by implementing such a scenario? What, at the end of the pilot, should be a **desired outcome** of having implemented such a scenario?

5. BRIEF DESCRIPTION OF THE SCENARIO

- What is the main objective of the scenario?
- Age level of students and subjects involved?
- Number of classrooms/ schools involved in this scenario from your country?

6. FEATURES OF THE SCENARIO
Please outline first ideas of the scenario in practice.

ACTIVITIES What are the learning and teaching activities you envisage?	PHYSICAL ENVIRONMENT Where does it happen?
PEOPLE & ROLES Who is involved? What do they do during the scenario implementation?	RESOURCES (INCLUDING TECHNOLOGIES) What resources are required, both at school and out of school?

7. **PLEASE SELECT IF THIS PILOT COULD INVOLVE AN INDUSTRY ASSOCIATED PARTNER:**

☐ Yes ☐ No, ☐ Do not know yet

If yes:
☐ Microsoft
☐ NEC/DisplayNote
☐ Promethean
☐ Samsung
☐ Smart
☐ Other (please indicate other companies you are particularly interested in working with)

8. **PLEASE INDICATE HERE IF YOU WISH TO FURTHER DEVELOP AN EXISTING PILOT:**

☐ YES

(e.g. an existing ITEC pilot and provide the link to the scenario, or a CCL pilot from the first cycle)
Link:

9. **SOURCE**

If you have a source for this example? (e. g. research papers, websites, blogs), please let us know.

10. **SUBMITTED BY (YOUR NAME):**

ORGANISATION:
Country:

Results will be discussed in the second Mainstreaming workshop 23 May 2014. Your input will be the policy reference framework for lead teachers and Associated Partners to develop the **Learning Stories** on the 16th and 17th June 2014 during the second Pedagogical Scenario Development workshop.

ANNEX 3: AGENDA PEDAGOGICAL SCENARIO DEVELOPMENT WORKSHOP

2ND PEDAGOGICAL SCENARIO DEVELOPMENT WORKSHOP

Final

European Schoolnet Office

Monday June 16th and Tuesday June 17th 2014

Day 1

Time				Led by:
12:00 – 13:00	Arrival, Lunch and Networking			
13:00 – 13:15	Welcome, Introductions and Aims			Anja Balanskat, EUN
13:15 – 14:00	**From Scenario to Implementation…Leading the Way!** Each lead teacher to present the work they have been doing, and if appropriate capture the work of other colleagues at a national level. (This can be the same material that was presented at the Peer Exchange Workshop – this time teachers should focus on how the scenario was implemented.) (10 mins per teacher)			CCL Lead teachers
	Group 1	Group 2	Group 3	
14:00 – 15:00	World Café Review of Year 1 • Teacher Blogs after webinar • Scenario Process • Support Materials • Technical Implementation and Infrastructure/working with Industry			Diana Bannister, UoW Roger Blamire (EUN)
15:00 – 15:20	Break			
15:20 – 16:00	Feedback from Observation Visits			Diana Bannister, UoW
16:00 – 16:45	Reflection Activities /what is important for the next cycle			Group Discussion
16:45 – 17:00	Plenary			Roger Blamire (EUN)
19:30	Evening Dinner			

Day 2

Time		Led by:
9:00 – 9:15	Arrival and Coffee	
9.15 – 10.15	Presentation of the Policy Scenarios in more detail (15 minutes each)	Lead from Ministry Partners for each of the new 3 scenarios
10.15- 10.30	Offers from industry	Anja Balanskat
10.30 – 10.45	Feedback from the pedagogical board on the new scenarios	Roger Blamire
10.45- 11.15	Introduction into Edukata	Roger Blamire, EUN Fernando Franco (DGE)
11.15 – 12:30	Design of Pedagogical Scenarios Part One Plan and schedule, (e.g. essential features of classroom practice	Group
12:15 – 12:30	Tell me in 5!	Diana Bannister, UoW
12:30 – 13.30	Lunch	
13.30 – 14.30	Design of Pedagogical Scenarios Part Two	Group
14:30 – 14:45	I Spy!	Diana Bannister, UoW
14:45 – 15:30	Reporting back on Scenario Development Opportunity to identify the ongoing support that is required in general and from the University of Minho	
15:30 – 16:00	Next Steps: National workshops/presenting the scenarios to teachers Pedagogical Board Role Timetable, Expectations, Keeping in Touch	EUN

ANNEX 4: FINALISED LEARNING STORIES

http://creative.eun.org/scenarios