POLICY MAKER SCENARIO

PERSONALISATION

Scenario facts

PROJECT: Creative Classrooms Lab
TOPIC: Personalisation
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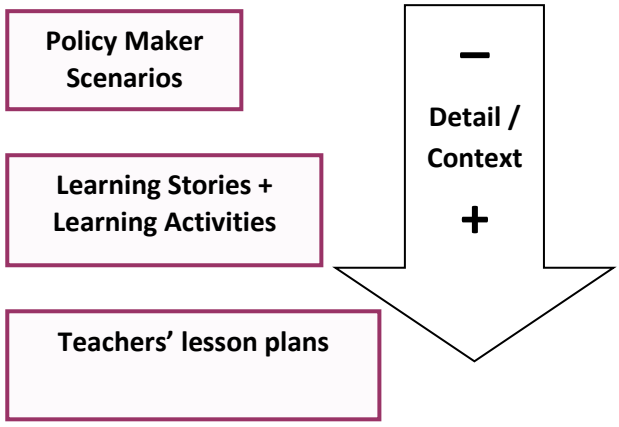
BACKGROUND

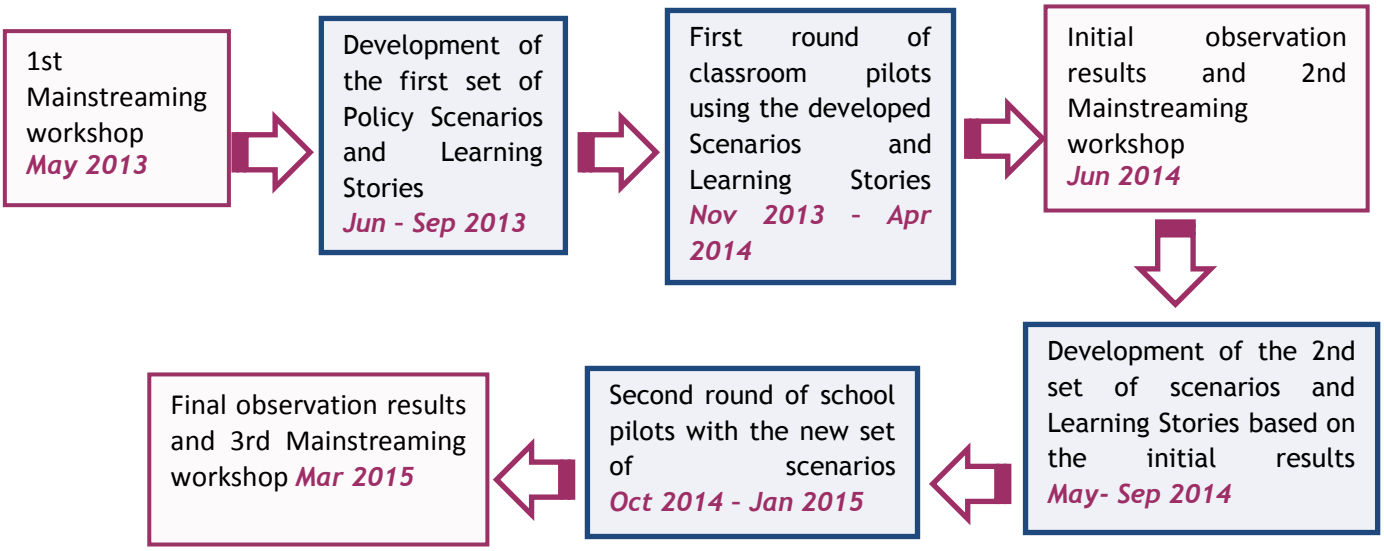
During the 1st Mainstreaming workshop of the project in May 2013 in Brussels, CCL policy makers developed **four Policy Maker Scenarios** on the topics personalisation, collaboration, content creation and Flipped Classroom.

On the basis of the Policy Maker Scenarios, policy makers and lead teachers developed **learning stories** together during a Pedagogical Scenario Development workshop in June 2013. Finally, all the CCL teachers will derive their **lesson plans** from these learning stories.

This outcome of this process will guide the CCL teachers in the use of the tablets during the **first round of pilots** starting in November 2013. Hence, this Policy Maker Scenario serves as the basis for learning stories/ activities and lesson plans guiding the use of tablets on the topic **Personalisation**.



CCL PROJECT LIFECYCLE



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POLICY MAKER SCENARIO: PERSONALISATION

CHALLENGES THE SCENARIO IS RESPONDING TO

The challenges are to:

- take account of students individual speed and style of learning
- take account of students home circumstances
- provide additional support for individual students
- provide students with tools for learning outside the classroom

SCENARIO NARRATIVE PLANNING

WHO IS INVOLVED IN THE SCENARIO? WHAT ARE THEIR ROLES?

Teachers:	• to tailor the resources • to create a pathway • to pull in external support • to provide feedback and evaluation
Parents:	• to respond to teachers suggestions
Librarians:	• to harness resources
Experts and mentors:	• to provide input during 1:1 interaction
Students:	• to follow the programme with a positive attitude, including special needs students and particularly talented students

WHAT TECHNOLOGY IS USED IN YOUR SCENARIO? HOW IS IT USED?

- individual mobile devices *(tablets)*
- assessment tools *(optional)*
- cloud computing storage *(e.g. Google Docs)* or school server
- software and apps
- remote access to school server *(teachers, students and parents)*
- interactive whiteboards
- voting systems

WHAT IS THE CORE PURPOSE OF YOUR SCENARIO?

Why would those involved decide to change their practice? In response to which particular challenges or opportunities?

- to move from a **teacher centric** to a **pupil centric approach**
- to improve individual students' **self-esteem**

- to improve student **motivation** and increase **academic achievements**
- to help every child to make the most of their talents and potential
- to give every child a **fair chance** of succeeding in their education

WHERE DOES THE SCENARIO TAKE PLACE?

Whenever and wherever students would like to learn, for instance:

- in the classroom
- the local library
- at home
- at grandparents
- with friends *(homework, projects)*
- outdoors
- online *(alone and with friends)*

WHEN DOES THE SCENARIO TAKE PLACE?

- in the classroom, possibly working in groups who share common aspects
- after school activity *(different homework can be set for individual students)*

WHAT HAPPENS?

Teacher:	• to **assess** students learning **needs** and **skills** and **interests** in order to be able to **form groups** where feasible • to **set work** according to that information • to **involve parents** in activities that will support their child
School:	• to set up the device to **help with special needs** *(dyslexia, hearing impaired, vision impaired, etc.)* • to set up a template for an **individual e-portfolio**/ journal
Parents:	• to have **access** to **information** about their child • to **support** their child's **learning**
Experts and mentors:	• to be invited by teachers
Students:	• to **create** their **content**

ONE TYPICAL SCHOOL DAY FOR GEORGE

George wakes up and while eating breakfast he checks his **timetable App** for the day on his tablet. He sees a reminder that he must remember to email the essay he was set last week.

Off to school. First lesson is **literacy** and the class breaks into **4 groups** *(the teacher has carefully chosen the groups*). Each has a different task to complete within their ability. George's group has been working on their fluency and he feels he can succeed in the task as he is on the same level so does not feel intimidated by anyone. If the teacher sees that George is struggling with a task, he will contact either the parents, or his mentor to suggest he spends some time reading with him that evening.

Next lesson, George's favourite, **maths**. George is in the top set and they have been asked to **develop an "app"** to present to the rest of the class.

The teacher has noticed George could be slightly **dyslexic** so she suggests that George does an **online assessment** to test for it. She is right so she sends him to see the **ICT co-ordinator** to get the font and background colour changed on his tablet.

When George gets home he will save the **app** into his **e-portfolio** for future reference. He shows his mum the app that his team has developed, she is impressed.

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APPENDIX 1: iTEC INNOVATION MATURITY MODEL

The iTEC Innovation Maturity Model has been developed in the framework of the iTEC project (http://itec.eun.org).The model shows a number of **progressive stages of innovation maturity of an institution**, e.g. school. As educational institutions move from one stage to the next in the direction of the arrow, the innovation maturity of the institution progresses, e.g. the implementation of a scenario that moves an institution from the 'Exchange' stage of the model to the 'Enrich' stage would be defined as innovative in that institution's context. In this **self-assessment activity** an organisation's/institution's stakeholders and/or workshop participants identify the organisation's current position on the maturity model. The aim of the self-assessment (which was part of the first CCL Mainstreaming workshop in May 2013) is to reflect on the aim of introducing new technologies in school and to ensure through this process the quality of produced scenarios.

The stage of the innovation

5	**Empower** Redefinition & innovative use	○ Technology supports new learning services that go beyond institutional boundaries. ○ Mobile and locative technologies support 'agile' teaching and learning . ○ Learner as co-designer of the learning journey, supported by intelligent content and analytics.
4	**Extend** Network redesign & embedding	○ Ubiquitous, integrated, seamlessly connected technologies support learner choice and personalisation beyond the classroom. ○ Teaching and learning distributed, connected and organised around the learner. ○ Learners take control of learning using technology to manage own learning.
3	**Enhance** Process redesign	○ Teaching and learning 'redesigned ' to incorporate technology, building on research in learning and cognition. ○ Institutionally -embedded technology supports the flow of content and data, providing an integrated approach to teaching, learning and assessment. ○ Learner as 'producer ' using networked technologies to model and make.
2	**Enrich** Internal Coordination	○ Technology used interactively to make differentiated provision within the classroom. ○ Technology supports a variety of routes to learning. ○ Learner as 'user' of technology tools and resources.
1	**Exchange** Localised use	○ Technology used within current teaching approaches. ○ Learning is teacher-directed and classroom-located. ○ Learner as 'consumer' of learning content and resources

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