Creative Classrooms Lab

European Schoolnet

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

SUMMARY LEARNING STORY: COLLABORATION & ASSESSMENT

The Policy Makers in Austria, Italy and Slovenia focused their scenario on tracking the progress of individuals within a group. As group-work features more and more in classrooms, and as technology becomes personal and offers more sophisticated tools, it is becoming important to develop and use innovative means of recording learning gains of the individual student in collaborative activities that use ICT and tablets in particular. The scenario is designed to obtain feedback and reflection of each student's work as they develop personal competences and skills like analysis, presenting, critical thinking, social interaction. Within a curriculum context, the objective is to explore the possibilities of the media options of a tablet in order to track individual progress (e.g. taking pictures, record audio or video) within a group of peers.

THE NARRATIVE TO ACCOMPANY THE SCENARIO IS AS FOLLOWS:

Linda is given by her teacher as task to produce a video (and with help of her group). Her role within her group is to be a reporter for research, storyboard, etc. and documentation/desk research/ interviews/ etc. In the group is a video maker, writer of the video script, coordinator of the group (timetable, organizing the required venue, etc.), editor and proof reading.
Linda has to reflect on her own contribution and send an interim report (on pro and cons on the contributions of her peers) on a regular basis to the teacher. The teacher gives feedback to Linda and advises her how to tackle group problems and about her performance. The group has to discuss the feedback and adjust accordingly the project. Linda's group presents their product to the other groups. Linda's group has to give feedback on the other products and individual performance of group members. The teacher gives final feedback to all groups and each individual student about reaching the target, competences of each student etc.

In the Learning Story, the scenario is turned into more concrete suggestions for a series of lessons making the most of tablets to support collaboration and new forms of assessment.

Dream

The first step, Dream, aims to set the scene for students, to create groups and allocate roles within them, to understand the design brief and formulate ideas for a product (e.g. a video) related to a topic in the

curriculum, and to set group and personal learning objectives. The teacher too is expected to be a dreamer and learner – to investigate innovative forms of assessment and implement them in this project.

Explore

In the second phase, Explore, students, in groups in and out of school, investigate the topic and begin to assess and record the collective and individual learning and their contribution to it.

Map

Their discoveries are then shared and, in the Map phase, collated and stored digitally; they then move on to plan in more detail the multimedia product to inform other people and demonstrate their understanding of the topic.

Make

The Make phase concerns creating a first version of the product (e.g. a video), each student taking on particular tasks depending their competences and interests. All the time each student's learning and contribution is being tracked.

Ask

They then, in the Ask step, pause to review their progress and obtain feedback from others on their product in its prototype form.

Re-make

Using suggestions and criticisms, the group defines what is needed to improve the product and in the Re-make stage, make use of a range of tools to improve the production.

Show

Finally, in a Show session, students present their production, after which there is time to review their learning, the usefulness of tablets for them (including for those with special needs), and their contribution to the group's work, and plan for the next project.