

CREATIVE USE OF TABLETS IN SCHOOLS: MODULE 2

SECTION 2.1

[INTRODUCTION]

In this video I would like to introduce you to a scenario building tool that can help you to develop meaningful pedagogical learning activities that are supported by tablets. You will find references to Learning Scenarios and their 7 phases in a number of videos throughout the course.

We used this scenario development process in the Creative Classrooms Lab project to guide our CCL teachers in their experimenting with tablets. The process is based on a previous project, the iTEC project. Why did we use it?

The preparation for the project started in 2012 when tablets in Czech schools were a relatively new technology. Teachers used them primarily for their own preparation, they were able to use them from the technical point of view, but they did not know the methodology of using tablets in classrooms. That is why the DZS decided to join this project and to show Czech teachers how to use tablets in the education process.

In the CCL project, we developed 7 Learning Scenarios. They focus on the topics content creation, collaboration, Flipped Classroom and personalised learning. As you can see from the topics, the modules of this course are also based on these scenarios. You can find all scenarios on the CCL website.

[WHAT IS A LEARNING SCENARIO?]

What is a learning scenario? A Learning scenario is a vision for the future classroom that addresses trends and challenges that schools face, for example the increasing availability and consumption of digital content which the flipped classroom scenario addresses. It presents a collection of learning activities supporting a specific pedagogical approach that teachers could perform with their students. Learning Scenarios can therefore be used in any subject.

Their general content enables teachers to adapt these scenarios according to their specific needs, taking into account the school curriculum, the age, the level of pupils and the subject taught.

An example of such a learning scenario is the scenario school-to-school collaboration. The CCL teachers in the Czech Republic used this scenario as a guidance to their work with tablets.

The scenario “school-to-school collaboration” enables for pupils to cooperate with another school, not only in the Czech Republic but also abroad. They can be in contact with their classmates from all over Europe, they can invite an expert to join their class and if necessary, they can go out with the tablets and carry out the scenarios in the conditions they require.

As a teacher, you can take this Learning Scenario as a basis or inspiration for your own classroom based Learning Story which will usually cover several lessons over a given timeframe decided by you. In your learning story you can adapt the general topic to the specific context of your country, school and class. Your learning story will be a more detailed description of your learning objectives, activities and the timeline planned and can be divided into several lesson plans that cover specific activities within each phase of the learning story.

[EXAMPLE LEARNING SCENARIO]

The example of the work of our CCL lead teacher Petra gives you a better idea how you as a teacher can take the general learning scenario as an inspiration for your own learning story/lesson plan.

After discussing the issue with the pupils and our partner school we chose the topic of speed, thus our scenario is focused on physics.

When discussing the topic with pupils they chose the speed of paper planes because they liked the idea of creating their own paper planes and instructions on how to make them.

The pupils cooperate by using tablets which enables them to work in international groups and to share their results and outputs immediately with their classmates and friends.

[THE 7 PHASES OF A LEARNING STORY]

A Learning Scenario consists of 7 phases: These 7 phases help you as a teacher to plan and structure your learning activities in advance. The 7 phases are Dream, Explore, Map, Make, Ask, Remake and Show. In the first phase “Dream”, students can brainstorm, think freely and share ideas. In the “Explore” phase, students collect information on a certain topic. In the “Map” phase, they structure their thoughts and ideas and seek to understand how they are related. In the “Make” phase, students develop or create a product or practise an activity. One possible activity for students in the “Ask” phase is to interview experts and stakeholders. In the “Remake” phase students, students replan or revisit their product, on the basis of the feedback or further information they received. In the last phase “Show”, students publish and present the results of their work.

Again, to get a better idea how this could look like in practise, you can see how Petra used the 7 phases to structure her project on the topic speed and paper planes with her students.

The “School to school collaboration” scenario is divided into 7 stages. Each of them has a title which represents the key word of the activity in the given stage.

In the first stage, called DREAM, pupils together with their teachers and their partner school chose a topic which they would like to explore.

In the second stage, called EXPLORE, pupils looked up different types of paper planes and the instructions on making them. They also tried to answer the question of what factors have influence on the speed and distance a paper plane can reach.

During the third stage, called MAP, pupils shared their results with their partner school, using a videoconference among other applications.

The most interesting stage for the pupils was the fourth one, called MAKE. In this stage they created their own paper planes and instructions on how to proceed while creating them.

In the fifth stage, called ASK, pupil tried out the paper planes and chose the best one.

There are two remaining stages to complete. In the sixth stage, called RE-MAKE, pupils in the international working groups will create one universal set of instructions for creating a paper plane.

And in the last stage, called SHOW, the Czech school wants to organize a meeting of pupils and parents to share the things they learned. Their partner school in Slovakia will join them using an online form of communication.

Don't be afraid of changing your methods as the added value of using CCL scenarios [not only personalisation but all of them] it's really good way of how to stay or get in touch with students."