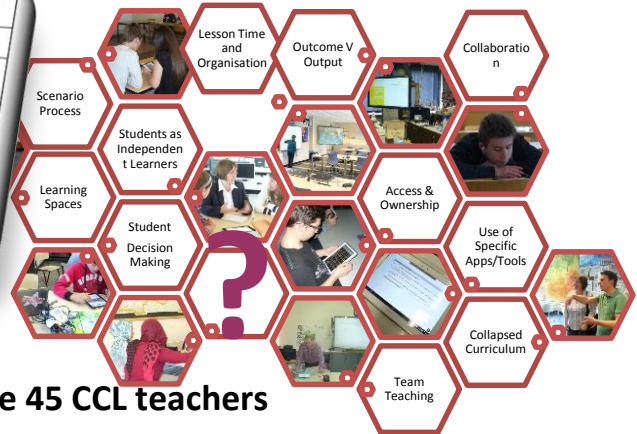


# HOW TO USE THE CCL LEARNING STORY FOR YOUR OWN TEACHING?

Activity	listen	capture	map	make	ask	reflect	share	
Time (in min. or % of lesson)	10%	10%	10%	10%	10%	10%	10%	
Goal (learning objectives, match to curriculum)	The goal is to develop skills in the given context. The goal is to develop skills in the given context. The goal is to develop skills in the given context.	The goal is to develop skills in the given context. The goal is to develop skills in the given context. The goal is to develop skills in the given context.	The goal is to develop skills in the given context. The goal is to develop skills in the given context. The goal is to develop skills in the given context.	The goal is to develop skills in the given context. The goal is to develop skills in the given context. The goal is to develop skills in the given context.	The goal is to develop skills in the given context. The goal is to develop skills in the given context. The goal is to develop skills in the given context.	The goal is to develop skills in the given context. The goal is to develop skills in the given context. The goal is to develop skills in the given context.	The goal is to develop skills in the given context. The goal is to develop skills in the given context. The goal is to develop skills in the given context.	The goal is to develop skills in the given context. The goal is to develop skills in the given context. The goal is to develop skills in the given context.
Description of activities	Identify the appropriate use of the information. Identify the appropriate use of the information. Identify the appropriate use of the information.	Identify the appropriate use of the information. Identify the appropriate use of the information. Identify the appropriate use of the information.	Identify the appropriate use of the information. Identify the appropriate use of the information. Identify the appropriate use of the information.	Identify the appropriate use of the information. Identify the appropriate use of the information. Identify the appropriate use of the information.	Identify the appropriate use of the information. Identify the appropriate use of the information. Identify the appropriate use of the information.	Identify the appropriate use of the information. Identify the appropriate use of the information. Identify the appropriate use of the information.	Identify the appropriate use of the information. Identify the appropriate use of the information. Identify the appropriate use of the information.	Identify the appropriate use of the information. Identify the appropriate use of the information. Identify the appropriate use of the information.

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## Tips on how to use the Learning Story for the 45 CCL teachers

- What is a CCL Learning Story?
- 10 tips how to use the CCL Learning Story in your own teaching?
- Example of adaptation of the personalization scenario (Phil Spoor, CCL teacher)

### WHAT ARE CCL LEARNING STORIES?

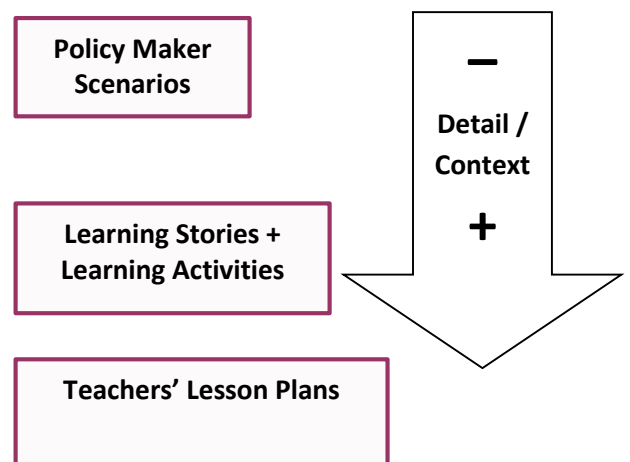
= **example narratives** that present how a **collection of learning activities** could be performed with students. Learning Stories reflect key ideas of the CCL Policy Maker Scenarios.

## BACKGROUND

During the second Mainstreaming workshop of the project in May 2014 in Brussels, CCL policy makers developed **three Policy Maker Scenarios** on the topics collaboration & assessment, school-to-school collaboration and liberating learners (independent learners).

On the basis of the Policy Maker Scenarios, policy makers and 9 lead teachers (one from each country/ region) developed **Learning Stories** together during a Pedagogical Scenario Development workshop in June 2014. Finally, all 45 CCL teachers will derive their own **Learning Stories/ Lesson Plans** from these Learning Stories.

This outcome of this process will guide the CCL teachers in the use of the tablets during the **second round of pilots** starting in October 2014.



## 10 TIPS TO IMPLEMENT A CCL LEARNING STORY



1)	You will implement the <b>Learning Story from your country!</b> Read carefully the Learning Story & the summary. Learning Story <i>"Collaboration &amp; assessment"</i> for teachers from <b>Austria, Italy, Slovenia</b> Learning Story <i>"School-to-school collaboration"</i> for teachers from <b>Belgium, Czech Republic</b> Learning Story <i>"Liberating learners (independent learners)"</i> for teachers from <b>Lithuania, Portugal, UK</b>	<input type="radio"/> Read
2)	Attend your <b>national CCL workshop</b> to prepare the second pilot phase, and discuss all questions you have on the Learning Story. Exchange with your lead teacher, teacher and policy maker/partner on the Learning Story developed. <u>Please note:</u> If you have not received information about a national workshop, please ask your lead teacher.	<input type="radio"/> Inquire and exchange
3)	Brainstorm with the other teachers how you could <b>put into practice the main ideas</b> of the Learning Story with your class.	<input type="radio"/> Brainstorm
4)	On this basis, <b>draft your own Learning Story/ Lesson Plan:</b> <ul style="list-style-type: none"> <li>Use the 7 phases (Dream/ Explore/ Map/ Make/ Ask/ Re-make/ Show) of the Learning Story to structure your own teaching activities with the tablet. <ul style="list-style-type: none"> <li>✓ Feel free to change the order of the phases or skip a phase.</li> </ul> </li> <li>Try to identify <b>intermediate outputs</b> for each stage of the process. <ul style="list-style-type: none"> <li>✓ These outputs can be just as important as the final outcome of your CCL project.</li> </ul> </li> </ul>	<input type="radio"/> Draft examples
5)	<b>Brief your students</b> and other teachers about your CCL project, so they are aware of the aims and approach being taken, if possible.	<input type="radio"/> Brief others
6)	<b>Implement the Learning Story with tablets</b> <u>from October 2014-January 2015 (minimum period)</u>	<input type="radio"/> Implement
7)	<b>Use support offered</b> , from your lead teacher, Ministry and European Schoolnet. <b>EUROPEAN SCHOOLNET OFFERS:</b> <b>CCL Project webinars</b> <ul style="list-style-type: none"> <li>22 September 2014, 5pm &amp; January 2015 (date to be confirmed)</li> </ul> <b>Support document with background information on topics of your Learning Story</b> <ul style="list-style-type: none"> <li>European Schoolnet will send you a document with background reading on the topic of your Learning Story in September/ October.</li> </ul> <b>CCL Facebook group</b> <ul style="list-style-type: none"> <li>To share tips, keep in touch with other CCL teachers: <a href="http://on.fb.me/1mZ0yQU">http://on.fb.me/1mZ0yQU</a></li> </ul> <b>Support via Email</b> <ul style="list-style-type: none"> <li>For any questions, please contact: <a href="mailto:katja.engelhardt@eun.org">katja.engelhardt@eun.org</a></li> </ul> <u>Please note:</u> You will have the possibility to learn more about support offered by your lead teacher/ Ministry during the CCL national workshop.	<input type="radio"/> Get support
8)	Try new things with tablets! Find out how tablets can/cannot support innovative teaching & learning. Encourage your students to try out new ideas too.	<input type="radio"/> Be creative and test
9)	Develop scenarios & resources for tablet use	<input type="radio"/> Develop resources
10)	Report back on the interesting lessons you have learned: <ul style="list-style-type: none"> <li>Post one blog entry after each CCL webinar (<a href="http://creative.eun.org/teachers-blog">http://creative.eun.org/teachers-blog</a>)</li> <li>European Schoolnet will send you a template/ questionnaire. Please fill both in.</li> </ul>	<input type="radio"/> Showcase and report

## EXAMPLE OF HOW TO USE A LEARNING STORY (PHIL SPOORS, UK)

IMAGE 1: DEVELOPED KEY QUESTIONS FOR EACH PHASE OF THE CCL PROJECT

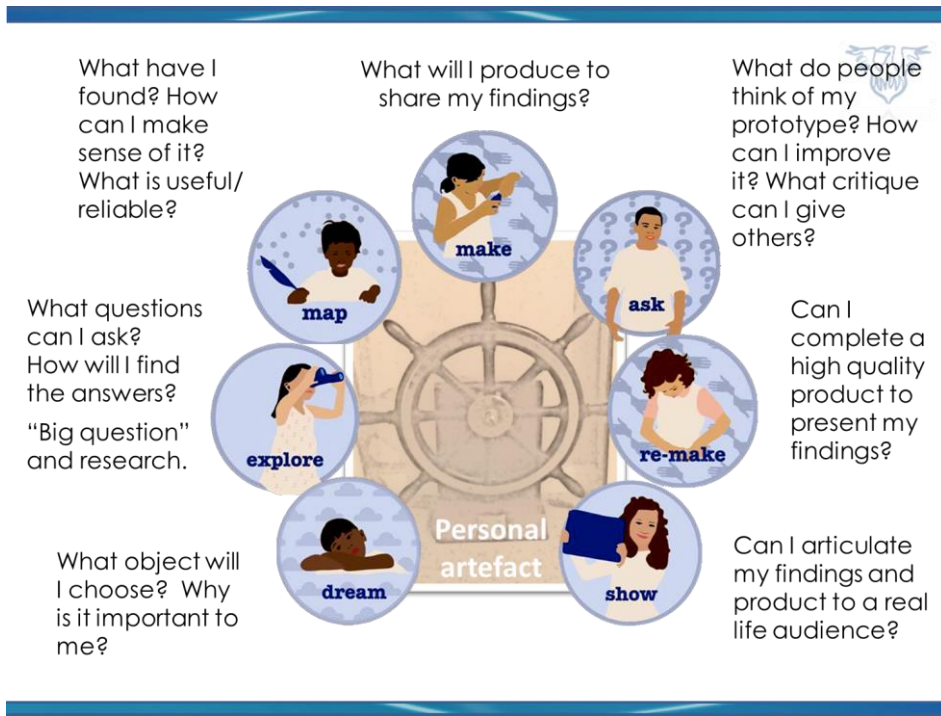
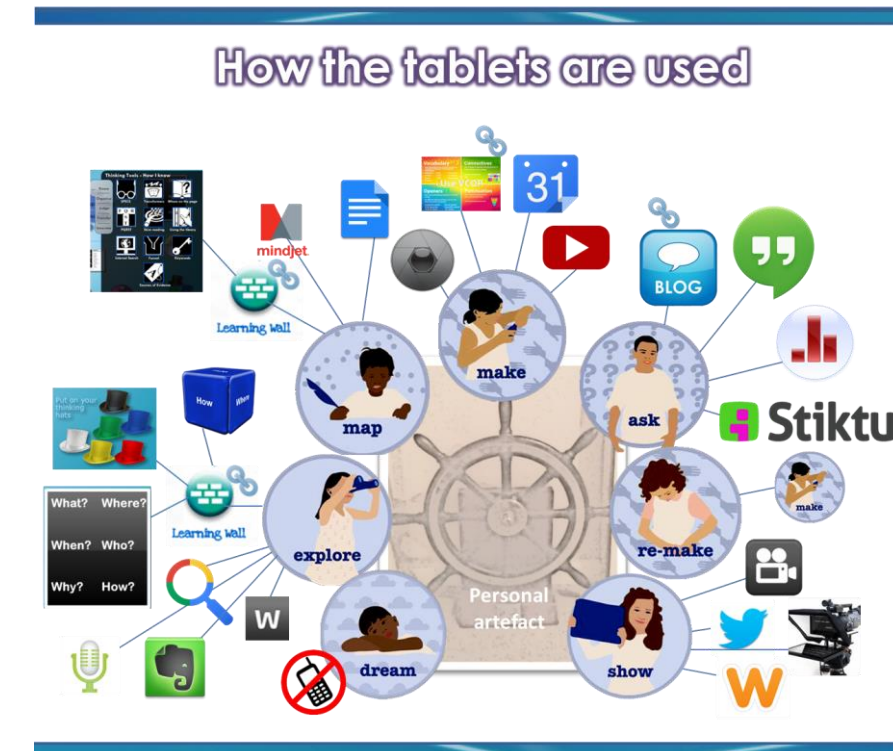


IMAGE 2: USEFUL TOOLS TO USE FOR EACH PHASE IN THE CCL PROJECT



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