



# CCL POLICY MAKER SCENARIO

## LIBERATING LEARNERS (INDEPENDENT LEARNERS)

### Scenario facts

**PROJECT:** Creative Classrooms Lab

**TOPIC:** Liberating learners (independent learners)

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**DEVELOPED:** 2nd Mainstreaming workshop 23 May 2014, Brussels

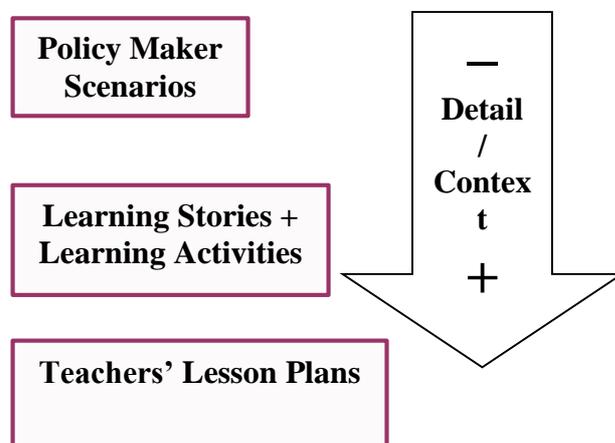
**TO BE IMPLEMENTED:** Pilot Cycle 2 (October 2014 – January 2015)

## BACKGROUND

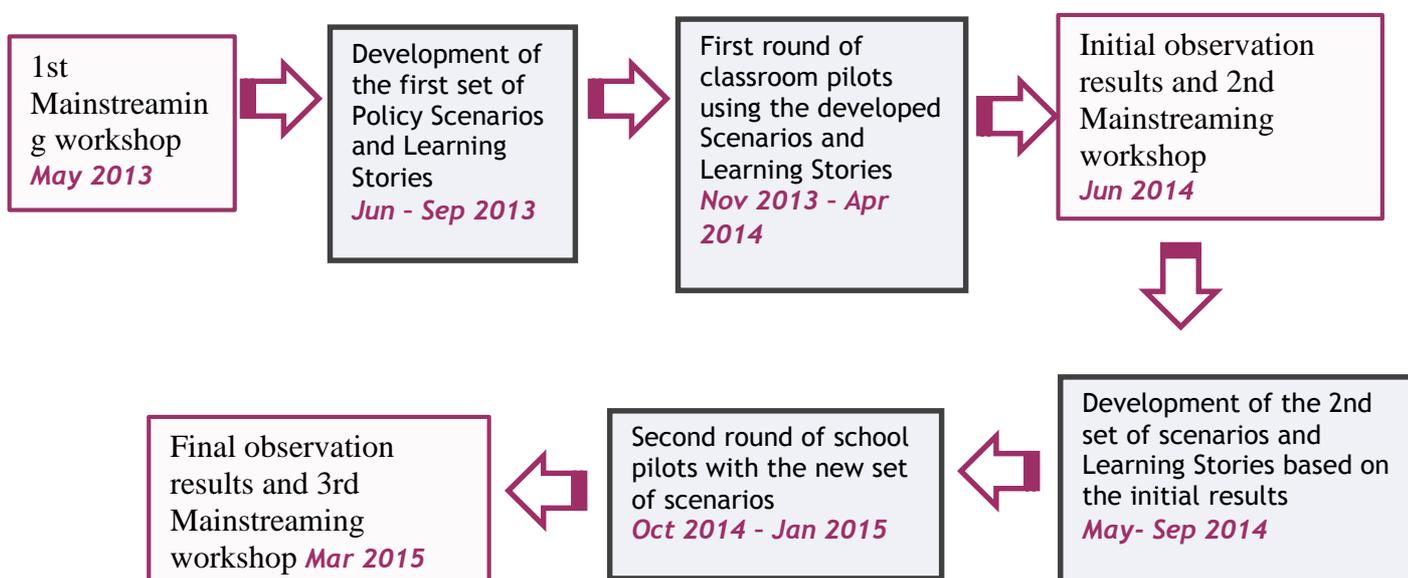
During the 2nd Mainstreaming workshop of the project in May 2014 in Brussels, CCL policy makers developed **three Policy Maker Scenarios** on the topics collaboration & assessment, school-to-school collaboration and liberating learners (independent learners).

On the basis of the Policy Maker Scenarios, policy makers and lead teachers developed **Learning Stories** together during a Pedagogical Scenario Development workshop in June 2014. 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 **second round of pilots** starting in October 2014. Hence, this Policy Maker Scenario serves as the basis for the Learning Stories and Lesson Plans guiding the use of tablets on the topic **Liberating learners (independent learners)**.



## CCL PROJECT LIFECYCLE



## POLICY MAKER SCENARIO: LIBERATING LEARNERS (INDEPENDENT LEARNERS)

### THEME OF THE SCENARIO & TITLE

- **Theme:** Liberating learners (independent learners):
- **Title:** “iGroup” – Tracking the individual progress in a group
  - The development of independent learning and thinking through real life (authentic) tasks and learning beyond the classroom walls.

### BRIEF DESCRIPTION OF THE SCENARIO

<b>WHAT IS THE MAIN OBJECTIVE?</b>	<ul style="list-style-type: none"> <li>• to increase the independent learning skills of the students</li> </ul>
<b>AGE LEVEL OF THE STUDENTS</b>	<ul style="list-style-type: none"> <li>• Portugal: 7 - 18 years</li> <li>• UK: depends on timetable in schools</li> <li>• Lithuania: 12 – 16 years</li> </ul>
<b>NUMBER OF CLASSROOMS/SCHOOLS INVOLVED</b>	<ul style="list-style-type: none"> <li>• Portugal 5 schools, UK 5 schools, Lithuania 5 schools</li> </ul>

### FEATURES OF THE SCENARIO

#### FIRST IDEAS OF THE SCENARIO IN PRACTICE

<p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• peer to peer sharing/mentoring</li> <li>• students develop a learning vocabulary</li> <li>• develop positive learner attributes and preferences and dispositions</li> <li>• project work with authentic basis</li> <li>• develop guidelines for teachers to let go!</li> <li>• assessment tools including self-assessment</li> <li>• reflection</li> </ul>	<p><b>PHYSICAL ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>• in the classroom</li> <li>• outside the classroom</li> <li>• at home</li> </ul>
<p><b>PEOPLE &amp; ROLES</b></p> <ul style="list-style-type: none"> <li>• parents and local community figures - engagement, personal knowledge</li> <li>• external experts - feedback</li> <li>• teachers</li> <li>• students</li> </ul>	<p><b>RESOURCES (INCLUDING TECHNOLOGIES)</b></p> <ul style="list-style-type: none"> <li>• self- cognition tools</li> <li>• de Bono thinking hats</li> <li>• Solo taxonomy</li> <li>• Kipling questions</li> <li>• Tablets! Ideally one each, 24/7</li> <li>• means to store retrieve and organise students’ work</li> <li>• digital libraries</li> <li>• student generated resources</li> <li>• local community</li> <li>• means for teachers to feedback to students e.g. Showbie, Edmodo</li> </ul>

## NARRATIVE

Mrs Franco has a class of 25 students for her geography class. At the start of term she asks them to complete a **self-assessment tool** to help her understand **their learning style**, and **approach to their learning**. Using this information she designs a programme of learning that will encourage the students to **take responsibility for their own learning**.

Students are not confined to the classroom, and are encouraged to find resources and information from within their own family and their local community as well as digital resources such as the Internet, etc.

Her role is to **define the objective or goals of the project, to encourage and assist**, to feedback regularly, but not to spoon feed the students.

Students can **choose to work alone or in groups** but are expected to be ready to **present their work at an agreed point**.

The **teacher will have briefed the parents** in advance of what the project will be about, what the students are expected to do, and how parents can help.

The role of the teacher is to **support at an individual level**.

The work presented on this document is supported by the European Commission's Lifelong Learning Programme – project Creative Classrooms Lab (Grant agreement 2012–5124/005-001). The content of this document is the sole responsibility of the consortium members and it does not represent the opinion of the European Commission and the Commission is not responsible for any use that might be made of information contained herein.

