



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

## **D7.4 CREATIVE CLASSROOM COURSE FOR TEACHERS**

### **COURSE MANUAL**

## **‘CREATIVE USE OF TABLETS IN SCHOOLS’**

European Schoolnet

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v2. May 2015



Creative Classrooms Lab | <http://creative.eun.org>  
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# 1. INTRODUCTION

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This course manual has been produced as an outcome of the Creative Classrooms Lab project<sup>1</sup> (CCL). On the basis of this course outline, the project designed and ran the MOOC 'Creative use of Tablets in Schools' on the European Schoolnet Academy. This course presented the main results of the Creative Classrooms Lab project to teachers across Europe. It started on 13 April 2015 and ran for 5 weeks. All materials and discussions remain available and can still be accessed on the European Schoolnet Academy<sup>2</sup>.

This course aims to inspire teachers across Europe to use tablets to foster innovative learning and teaching. In four modules it provides a general introduction to the use of tablets in schools (Module 1) and then discusses how tablets can support new learning approaches such as content creation, collaborative learning, personalized learning and the flipped classroom model (Modules 2,3,4).

Most videos are official CCL videos produced by CCL partners in the project or videos produced by teachers participating in the project on their own initiative. These videos are complemented with short videos explaining related pedagogical concepts, the roles of the teacher and students and how tablets can support this learning approach. Each module also introduces at least one interesting app, website or tool that teachers can use with tablets.

The CCL MOOC course attracted a lot of attention: Almost 3500 people registered to the course and more than 1000 teachers finished it. According to the evaluation survey, which was completed by more than 500 respondents, almost 75% rated the course as very good and 25% as good.

This manual presents the course structure with all materials (videos, readings), suggested activities and assessments. The manual can be useful for teacher trainers to create and run their own course (online or face-to-face) but also as self-study material for interested teachers. It has been designed as a 5 week online course but elements can also be used for shorter online sessions or a 1-2 day face-to-face training course.

The brochure on CCL scenarios<sup>3</sup> can be a useful addition to the course manual and is freely available online. It presents the main innovative teaching approaches that are also presented in the MOOC course: Collaboration, Content Creation, Flipped Classroom and personalised learning. All outcomes of the course can be freely used under a Creative Commons Licence.

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<sup>1</sup> <http://creative.eun.org>

<sup>2</sup> <http://www.europeanschoolnetacademy.eu/web/tablets-in-schools>

<sup>3</sup> [http://fcl.eun.org/documents/10180/275738/CCL\\_Scenarios\\_brochure\\_A4.indd\\_FINAL.pdf](http://fcl.eun.org/documents/10180/275738/CCL_Scenarios_brochure_A4.indd_FINAL.pdf)

## 1.1 OVERVIEW CCL PROJECT

The Creative Classrooms Lab project (CCL) brought together teachers and policy-makers in eight countries to design, implement and evaluate 1:1 tablet scenarios in 45 schools. The project produced learning scenarios and activities, guidelines and recommendations to help policy-makers and schools to take informed decisions on optimal strategies for implementing 1:1 initiatives in schools and for the effective integration of tablets into teaching and learning. The project, funded by the European Commission's Lifelong Learning Programme, was coordinated by European Schoolnet, involved 10 partners and ran from 2013 to 2015.

In the project, policy-makers and teachers developed scenarios for the use of tablets in schools. The scenarios are visions for the future classroom that address trends and challenges facing schools. Learning stories are sets of concrete classroom activities. Both were developed using the Scenario Development Toolkit developed in the earlier iTEC project ([fcl.eun.org/itec](http://fcl.eun.org/itec)).

The brochure gives an introduction into the four main teaching and learning approaches underpinning the seven learning stories developed and piloted by 45 teachers from 8 countries. Each teacher piloted two learning stories – one learning story per school term.

Learning stories piloted November 2013 - April 2014	Learning stories piloted October 2014 - January 2015
Collaboration (Austria, Belgium Wallonia, Slovenia)	School to school Collaboration (Belgium Flanders, Belgium Wallonia, Czech Republic)
Flipped Classroom (Italy, Portugal)	Collaboration and Assessment (Austria, Italy, Slovenia)
Content Creation (Belgium Flanders, Italy)	Liberating Learners (Lithuania, Portugal, UK)
Personalisation (Czech Republic, Lithuania, UK)	

### MAIN OUTCOMES

- **Scenarios and learning stories** developed during the project: [creative.eun.org/scenarios](http://creative.eun.org/scenarios)
- **Video case studies** that illustrate the implemented learning activities and that were produced by CCL partners and teachers: [creative.eun.org/results](http://creative.eun.org/results)
- The insights gained from the CCL project have been integrated into an **online course (MOOC)** in the European Schoolnet Academy in April 2015. The course includes modules on how tablets can support new learning approaches such as content creation, collaborative learning, personalised learning and the flipped classroom: [www.europeanschoolnetacademy.eu/web/tablets-in-schools](http://www.europeanschoolnetacademy.eu/web/tablets-in-schools)
- The **final report from observation and documentation of practice** includes case studies, practical examples of scenarios and recommendations for education ministries and schools moving forward with tablet implementations and the use of 1:1 technologies: [creative.eun.org/results](http://creative.eun.org/results)



## 2. COURSE OUTLINE

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### 2.1 RATIONALE

Tablets with their simple interface, portability, speed, affordability and their variety of apps are quickly moving into schools across Europe. With their easy access to learning opportunities, information, organizational systems, communication and emotional support, tablets have the potential to foster innovative teaching and learning. A growing number of teachers across Europe experimenting with tablets or interested in doing so are faced with the same questions: What rules do I need to set for the use of tablets in class? How do I deal with related administrative and technical issues? How can tablets support innovative approaches such as personalized or collaborative learning?

### 2.2 AIMS AND LEARNING OBJECTIVES

The course aims to guide teachers in their use of tablets and to inspire them to use tablets to foster innovative teaching and learning. In 4 modules, it gives a general introduction to the use of tablets in schools (Module 1) and discusses how tablets can support new approaches such as content creation, collaborative learning, personalized learning and flipped classroom (Modules 2, 3, 4). While each module has a particular focus on one or two pedagogical approaches, these approaches can be interlinked. For instance, a collaborative tablet project could also involve personalized learning tasks and learning beyond the classroom.

#### Objectives of the course:

- provide teachers with concrete tips on how to get started using tablets (e.g. questions on technical issues, administration, classroom management)
- provide teachers with a clear understanding of key concepts around new teaching and learning approaches that tablets can foster
- make teachers reflect on their own teaching practice using tablets
- inspire teachers to try something concrete and new in their classroom (even small changes)
- enable teachers to share their own ideas on using tablets and support others



### 2.3 TARGET AUDIENCE

The course is relevant to all teachers, headteachers and school technology coordinators who are interested in the topic of using tablets in schools. However, the focus of the course is on the practical and pedagogical use of tablets in a classroom setting. While it is not necessary for teachers to already have tablets in the classroom to participate on the course, it will be beneficial to at least have access to a tablet during the course.

As the course caters for teachers with different degrees of access to tablets and levels of experience, some content/ videos is more or less relevant to some teachers than others. Whether only some or all students have access to tablets and if this access is permanent or temporary has implications on the work with tablets the teacher can envisage.

## 2.4 COURSE DELIVERY OPTIONS

### AN ONLINE COURSE (MOOC)

The course outline consists of 4 Modules. The CCL course was delivered as a MOOC course, running for 5 weeks, with one module opening every week and one additional week to finish all assignments. The expected workload is about 3-4 hours a week. The course could also be adapted to a shorter duration of only 3 weeks or extended, e.g. the topics personalization and Flipped Classroom could be presented in separate modules. In a more condensed format the structure and content of the course would also work as a short online course, running over 1 week and with a small number of participants.

### 1-2 DAY SHORT COURSE

A short 1-2 day course could also be an interesting option, as it allows for direct face-to-face exchange between the participants. Selected videos and reading materials could be presented during the day and teachers could discuss in group works the questions proposed for reflection in Learning Diaries. Designing their own Lesson Plan could be a task to work on during the workshop or a follow-up.

### SERIES OF WEBINARS

The CCL MOOC course also offered a series of webinars<sup>4</sup> for teachers on specific topics. In each webinar, two or three teachers presented their practice e.g. to personalize learning with tablets. A series of webinars could be set up, with experienced teachers presenting their practice. Teachers attending these webinars could be asked to watch 2 to 3 videos on the topic, as included in this course outline, as a preparation.

## 2.5 ASSESSMENT & CERTIFICATION

The original CCL course used a mix of quizzes and peer assessment (as described in more detail in the following sections). Course participants filled in a short quiz with multiple choice questions at the end of each module to test their content knowledge (as presented in the videos). In addition, they were asked to write a Learning Diary in which they reflected on key questions discussed at the end of each module. They were encouraged to share their Learning Diary already during the course. As part of the last module, each teacher designed one lesson plan using the tool Learning Designer<sup>5</sup> and submitted it, together with the Learning Diary. As a final task, each course participant reviewed two Learning Diaries (including the Lesson Plans) of their peers. Course participants received a digital badge for each module and a course badge upon completion of all modules. *(More information on questions course participants reflected on and final task can be found in each module).*

The assessment can, however, be adapted to different circumstances and technical possibilities. For instance, the course could be simplified by only using quizzes to test content knowledge. The Learning Diaries could be proposed as a task for self-reflection (for the course participant himself/herself) or could be set as a task for which the teacher will receive feedback.

<sup>4</sup> <http://creative.eun.org/webinars;jsessionid=104C51F81045025924F2CD2DD3735E72>

<sup>5</sup> <http://learningdesigner.org/>

### 3. OVERVIEW MODULES

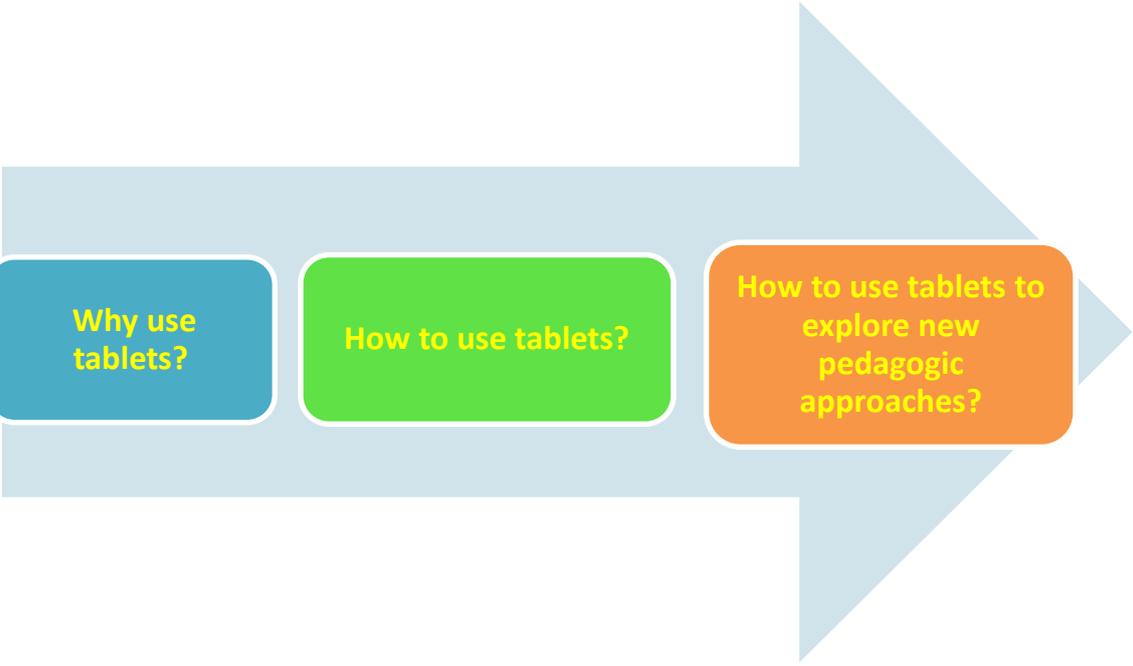
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**Module 1:**  
**Getting started with  
tablets at school**

**Module 2:**  
**Using tablets for  
content creation**

**Module 3:**  
**Using tablets for  
collaborative learning**

**Module 4: Using tablets  
for personalised  
learning & flipping the  
classroom**



**Why use  
tablets?**

**How to use tablets?**

**How to use tablets to  
explore new  
pedagogic  
approaches?**

<b>MODULE 1: GETTING STARTED WITH TABLETS AT SCHOOL</b>	
<b>Short overview of module</b>	<p>Module 1 introduces the topic tablet use in schools. It addresses three key questions:</p> <ul style="list-style-type: none"> <li>▪ Why do I want to use tablets? In other words what is the added benefit in general and more importantly what is the benefit for my own situation.</li> <li>▪ What do I need to consider at a broader, whole-school level when using tablets?</li> <li>▪ What do I need to consider at a classroom level when using tablets?</li> </ul>
<b>Learning objectives of module:</b>	<p><b>At the end of this module, the course participants should have:</b></p> <ul style="list-style-type: none"> <li>▪ Reflected on the use of tablets in general as well as in their specific situation</li> <li>▪ Explored a range of challenges of using tablets in schools</li> <li>▪ Identified a key challenge for their school and suggested an idea how to address it</li> <li>▪ Explored a range of challenges of using tablets in classrooms</li> <li>▪ Identified a key challenge for your classroom and suggested an idea how to address it</li> </ul>
<b>Module Outline</b>	
<b>Module content (videos, scripts)</b>	<p><b>1.1 Why use tablets? The research perspective</b></p> <ul style="list-style-type: none"> <li>▪ <a href="#">Isa Jahnke, Abdul Chohan, Siv Svanaes</a>, 1:37 min</li> </ul> <p>This video helps to explore what research says about the use of tablets in schools. This should be helpful to make course participants reflect about their own reasons why they want to use tablets in their teaching and learning. Course participants that are already experienced users of tablets in their classrooms can reflect on whether their experience corresponds with the views presented in the video. The two publications below give participants more background on current research.</p> <ul style="list-style-type: none"> <li>▪ <a href="#">University of Minho Tablets in Schools report</a> (2015), 13 pages</li> <li>▪ <a href="#">CCL Literature review</a> (2013), 30 pages</li> </ul> <p><b>1.2 Why use tablets? The teacher and student perspective</b></p> <p>These two videos summarize what teachers and students of the CCL project say on what the added value of tablets to learning and teaching is and why they want to continue using tablets after the project finishes. The videos can help teachers to think about their own situation and how they would explain to a parent or school leader why they are using or want to use tablets in their classroom. It is fundamental to reflect about this and develop some form of vision of what they want to achieve with the tablets so they can explore as a next step all the factors that require addressing in order to achieve this.</p> <ul style="list-style-type: none"> <li>▪ <a href="#">Creative Classroom Lab: tablet uses and benefits</a>, 3:48 min</li> <li>▪ <a href="#">Why use tablets? Students</a>, 3:22 min</li> </ul> <p><b>1.3 Tablets in schools – what I need to know</b></p> <p>Diana Bannister, Development Director for Learning Technologies at the University of Wolverhampton, has been a key part of the Creative Classrooms Lab project. She has been travelling around Europe, visiting schools who have been using tablets in their teaching and learning. Diana Bannister observed lessons, spent time with school leaders and teachers at these schools, and consulted with policy makers in each country, exploring the opportunities and challenges schools and teachers face when bringing tablets to teaching and learning.</p> <p>In the videos below she shares the key insights from her work on the project, focusing on three whole-school areas that school leaders as well as teachers should be aware of:</p> <ul style="list-style-type: none"> <li>▪ <a href="#">Strategy &amp; Planning</a>, 2:18 min (<a href="#">Script</a>)</li> <li>▪ <a href="#">Bringing tablets into lessons</a>, 5:22 min (<a href="#">Script</a>)</li> </ul>

- [Professional Development](#), 3:19 min ([Script](#))

Watching the videos can help teachers reflect on their own school situation and help them to identify their greatest challenges when using tablets – and how they could address these challenges.

#### 1.4 Tablets in classrooms – what I need to know

In the second series of videos from Diana Bannister she explores the issues she came across inside the classroom such as the changes in teacher position or classroom management due to tablet integration. These are key videos for teachers that are just getting started with using tablets but also interesting for teachers that already use them in their classroom.

- [Introducing students to tablets](#), 2:44 min ([Script](#))
- [Classroom issues](#), 5:44 min ([Script](#))

#### 1.5 App for Teaching: Edmodo

As mentioned in Diana Bannister's video, it is essential to think about a consistent form of how students and teachers share and communicate with the tablets which is why it is important to have the right kind of virtual learning environment in place at an early stage. Craig Bull, Assistant Vice Principal at the Skinners' Kent Academy in the UK provides an introduction to Edmodo, a free virtual learning environment that is excellent for communicating and sharing resources with students and supporting collaboration across the school.

- App for teaching: [Edmodo](#), 8:43 min

#### 1.6 Additional resources

##### Resources for getting started with tablets

- [Appsakee](#) is the specific subsite of a Belgian-Dutch educational portal dedicated to the use of tablets and apps (Dutch)
- [Inspiratiegids Tablets in het lager onderwijs, EPUB Format \(Dutch\)](#)
- [Inspiratiegids Tablets in het secundair onderwijs, EPUB Format \(Dutch\)](#)
- [Information on CCL project in Lithuanian](#)
- [Video](#): Tablet Use in Belgium Flanders (in Dutch, with English subtitles)
- [Video](#): Interviews with CCL Policy Makers
- Videos [1](#) & [2](#): Tablet use in Belgium Wallonia (in French, with English subtitles)
- [Video](#): Tablet use in Austria (in German)

##### Research and newspaper articles on tablet use

- [Making Learning mobile- Stone Middle School: Project evaluation results - 2012/13 school year](#)
- [Pearson Student Mobile Device Survey 2013](#)
- [BBC News: Tablet computers in 70% of schools](#)
- [Geo magazine: Lernen mit neuen Medien](#) (German)
- [NMC: Horizon report on school education](#)
- [L'impact de l'iPad sur l'apprentissage des élèves \(French\)](#)
- ["Using nearpod in elementary guided reading groups"](#)
- Tablet vs. Paper: [The Effect on Learners' Reading Performance](#)
- Naace: [the iPad as a tool for education - a case study](#)
- Tablets for Schools: [Updated report on the use of tablets in Education](#)
- [White paper on Tablets and apps in school](#)
- [Introducing Tablets in Schools - The Acer-European Schoolnet Tablet Pilot](#)

<b>Activities</b>	<p>Course Participant collect key ideas and resources on their Learning Diary. In the first module, course participants:</p> <ul style="list-style-type: none"> <li>▪ create their Learning Diary, using a tool like Padlet, Dipity, Google Docs or Glogster</li> <li>▪ start their learning diary with introducing themselves and their classroom</li> <li>▪ answer the 3 main questions of the module in their diary (each question should make them reflect on their own situation and the use of tablets):             <ol style="list-style-type: none"> <li>1. What is your main reason for using or wanting to use tablets in your classroom?</li> <li>2. What whole-school challenges do I already face or do I anticipate facing when using tablets?</li> <li>3. What classroom challenges do I already face or do I anticipate facing when using tablets?</li> </ol> </li> <li>▪ Are encouraged to add other resources, comments, ideas to the diary</li> </ul>
<b>Assessment</b>	Short quiz covering the content from the videos (5-10 questions).

<b>MODULE 2: USING TABLETS FOR CONTENT CREATION</b>	
<b>Short overview of module</b>	<p>After teachers got introduced to general issues around the use of tablets in the classroom, as a next step they will get acquainted with using tablets to create content. Content creation with the tablet is a basic skill that plays a role both in traditional teaching and new teaching approaches to be presented in Modules 3 and 4. Of the content presented in the MOOC, it is the skill that teachers can put in practice most easily. In this module, two key questions/ tasks are addressed:</p> <ul style="list-style-type: none"> <li>▪ Identify at least one idea for content you could produce together with your students that has a wider purpose and meaning than just the classroom activity</li> <li>▪ Create some content with a tablet (can be your personal tablet) to use as an example when doing a content creation project in your class</li> </ul>
<b>Learning objectives of module</b>	<p><b>At the end of this module, the course participants should have:</b></p> <ul style="list-style-type: none"> <li>▪ Knowledge of a process of developing innovative "learning scenarios"</li> <li>▪ Understanding of what content creation with tablets refers to and how to implement this pedagogically effective in the classroom</li> <li>▪ Knowledge of a range of apps that can be used for content creation projects in the classroom</li> <li>▪ Develop a piece of content with a tablet that can be used as an example in a content creation project</li> </ul>
<b>Module Outline</b>	
<b>Module content (videos, scripts)</b>	<p><b>2.1 An introduction to Learning Scenarios</b></p> <p>This module starts with a comprehensive overview of a process that was used to design innovative pedagogical scenarios for using tablets in the classroom. Such a process is essential for ensuring that any innovation happening due to technology integration in the classroom is effective and long-lasting. In the context of this course it is important for teachers to understand what Learning Scenarios are and what they include as there is quite a bit of material on the course which makes reference to the scenarios developed as part of the CCL project. Katja Engelhardt from European Schoolnet provides an introduction to the concept. Katja Engelhardt has supported every aspect of the Creative Classrooms Lab during the project duration. In particular, she was in close contact with</p>

	<p>the 45 CCL teachers experimenting with tablets in their classroom on the basis of the Learning Scenarios.</p> <p>For more information, see also here: <a href="http://creative.eun.org/scenarios">http://creative.eun.org/scenarios</a></p> <ul style="list-style-type: none"> <li>▪ <a href="#">Learning Scenarios</a>, 7:58 min (<a href="#">Script</a>)</li> </ul> <p><b>2.2 Introduction to Content Creation</b></p> <p>In all upcoming modules, a new Learning Scenario will be introduced. In this module, the focus is on content creation. In the introduction video, Katja Engelhardt from European Schoolnet provides an overview of why content creation is an interesting pedagogical scenario, then looks at the roles of the teacher and student in such a scenario and finally explores the role of the tablet in this scenario in more detail. In the second video, teachers, pedagogical advisors and policy makers involved in the CCL project provide insights and practical tips about using tablets for content creation.</p> <ul style="list-style-type: none"> <li>▪ <a href="#">Introduction to Content Creation</a>, 5:48 min (<a href="#">Script</a>)</li> <li>▪ <a href="#">Creating Creative Content with Tablets</a>, 5:40 min (<a href="#">Script</a>)</li> </ul> <p><b>2.3 Apps for Content Creation</b></p> <p>There are a lot of apps and websites out there that teachers can use with tablets for content creation with their students. An increasing number is available across all available platforms (IOS, Windows, Android). This section provides a limited choice of apps to provide teachers with a flavor of the types of apps available. The videos were created by the CCL teacher Phil Spoons from Cramlington Learning Village in the UK and the CCL teacher Kurt Klynen, ICT Atelier, Belgium Flanders.</p> <p><b>Phil Spoons, teacher, Cramlington Learning Village, UK</b></p> <ul style="list-style-type: none"> <li>▪ <a href="#">Storytime</a>, 1:45 min</li> <li>▪ <a href="#">Talking Tom</a>, 1:47 min</li> <li>▪ <a href="#">Using QR codes with mobile devices</a>, 3:15 min</li> <li>▪ <a href="#">Postcard Creator</a>, 2:45 min</li> </ul> <p><b>Kurt Klynen, ICT Atelier, Belgium Flanders</b></p> <ul style="list-style-type: none"> <li>▪ <a href="#">Book Creator</a>, 2:47 min</li> </ul> <p><b>2.4 Additional Resources</b></p> <ul style="list-style-type: none"> <li>▪ <a href="#">Favourite apps of the CCL teachers</a></li> <li>▪ <a href="#">CCL Learning Story on Content Creation</a></li> <li>▪ <a href="#">CCL guide: Learning Story Content Creation + checklist</a></li> <li>▪ <a href="#">The Guardian: Tablets in schools: coding, creativity and the importance of teachers</a></li> <li>▪ <a href="#">Creating Content with your Tablet (2014)</a> (not free)</li> </ul>
<b>Activities</b>	<p>Every module activity is about adding reflections and resources to the Learning Diary, in particular, teacher are asked in this module to add:</p> <ul style="list-style-type: none"> <li>▪ An idea for a piece of content to produce with their class that has a purpose beyond the classroom activity</li> <li>▪ An actual piece of content that the teacher can use as an example for content creation project in their classroom</li> </ul> <p>For inspiration, teachers can watch again sections 2.2 and 2.3.</p>
<b>Assessment</b>	Short quiz covering the content from the videos (5-10 questions).

<b>MODULE 3: USING TABLETS FOR COLLABORATIVE LEARNING</b>	
<b>Short overview of module</b>	<p>While the previous module focused on how to create content using tablets, Module 3 presents the next step introducing course participants to collaborative learning tasks.</p> <p>As concepts become more challenging throughout the course, this approach implies changing classroom practices and possibly also involves others beyond the classroom (teacher colleagues, parents, head teacher). This approach is in particular challenging for the students.</p> <ul style="list-style-type: none"> <li>▪ How to foster collaboration among students with tablets?</li> <li>▪ How to foster school-to school collaboration with tablets?</li> <li>▪ How to assess group work and the contribution of each student?</li> </ul>
<b>Learning objectives of module</b>	<p><b>At the end of this module you should have achieved the following learning objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Understanding of the concept of collaborative learning and how tablets can support this</li> <li>▪ Reflected on strategies to develop effective group work</li> <li>▪ Knowledge of at least a small number of apps that can be used for collaborative learning</li> <li>▪ Identified some approaches for effectively assessing group work</li> </ul>
<b>Module Outline</b>	
<b>Module content (videos, scripts)</b>	<p style="text-align: center;"><b>3.1 Introduction to collaborative Learning</b></p> <p>Collaboration is one of the key 21st Century Skills and essential to modern life. But true collaboration is more than just a simple group work simple group work and in fact quite difficult to achieve. The introduction video by Katja Engelhardt, European Schoolnet, gives a sense of what collaboration in the classroom is all about and what role tablets can play in this. In the second video, students from the Colégio Monte Flor in Portugal explain why they enjoy group work.</p> <p>After watching the video, teachers are asked to reflect about the process of forming groups, a seemingly simple task that is very important to a successful collaborative learning project, in their Learning Diary.</p> <ul style="list-style-type: none"> <li>▪ <a href="#">Introduction to collaborative Learning</a>, 7:11 min (<a href="#">Script</a>)</li> <li>▪ <a href="#">Why students enjoy group work</a>, 2:00 min</li> </ul> <p style="text-align: center;"><b>3.2 Student collaboration with tablets</b></p> <p>In the last section different possibilities of how to form groups were discussed. This section looks at an example of effective group work happening at an Austrian school during the CCL project. It makes real effective use of the tablets by utilizing their mobility as well as features such as the camera, GPS and a variety of apps. After having watched the video, teachers are asked to reflect about the challenges and pitfalls when organizing this type of collaborative project.</p> <ul style="list-style-type: none"> <li>▪ <a href="#">Creative Classrooms Lab – Tablets in schools</a>, Austria, 4:04 min (<a href="#">Script</a>)</li> </ul> <p style="text-align: center;"><b>3.3 School-to-school collaboration with tablets</b></p> <p>School-to-school collaboration was another scenario of the CCL project and successfully implemented in some of the CCL schools. The two videos below outline how two schools integrated tablets in their teaching and learning by developing a school-to-school collaboration project. Note that not all part of the videos focus on the school-to-school collaboration project but provide a small backdrop for the situation of the schools. The relevant section for the first video starts at 2:00 min and for the second one at 2:30 min.</p>

Both schools made use of the fantastic eTwinning project which is a great platform to organize school-to-school collaboration projects in Europe. For teachers that do not know the eTwinning platform yet, it will be interesting to take a look at the third video which highlights last year's winning project. For information on how to join the eTwinning community [see here](#).

**Petra Bohackova, teacher, ZŠ Dr. E. Beneše, Czech Republic**

- [Tablets in schools – Czech Republic](#), 6:23 min ([Script](#))  
*Relevant section starts at 2:00 min*

**CCL teachers Belgium Flanders**

- [CCL Flanders Showcase video](#), 5:01 min ([Script](#))

**eTwinning Schools Greece, Italy, Poland, Romania**

- [eTwinning 2014 winner project](#): LYPS (Let Your Passion Shine), 3:25 min

### 3.4 Case Study Assessment of group work with tablets

This section focuses on a very important topic that is often seen as a key stumbling block to changing pedagogical practices: assessment. Collaborative work and in particular collaborative skills are much more difficult to assess in comparison to simple knowledge acquisition. Many teachers have probably experienced students complaining about their group mates and blaming them for a low grade after doing some group work. But with some careful planning effective assessment of group work can be achieved. And tablets can be a valuable tool for students and teachers in such an assessment process. After reading the short Case Study on the work of Austrian teachers on collaboration and assessment, teachers are asked to reflect on their own strategies to assess group work.

- [Case Study report](#) on Collaboration and assessment, 3 pages

### 3.5 Apps for collaborative learning

In this module's app section two interesting tools are presented. The first video introduces teachers to a very interesting tool called TeamUp that is easy to use and can help with forming groups for collaborative learning. The second video provides an overview of a range of technology tools that can help teachers to develop collaborative learning.

- Tool for teaching: [Team-up](#), 5:15 min
- [Educational technologies and collaboration in the classroom](#), 6:50 min

### 3.6 Additional resources

- [CCL Learning Story on collaboration](#)
- CCL guide: [Learning Guide on collaboration](#) + [checklist](#)
- [CCL Learning Story on collaboration & assessment](#)
- [CCL guide: Learning Story Collaboration & assessment](#) + [checklist](#)
- [CCL Learning Story on school-to-school collaboration](#)
- [CCL guide: Learning Story school-to-school collaboration](#) + [checklist](#)
- iPad orchestra: <https://www.youtube.com/watch?v=TS9WSB2HLjY>
- [video](#): Assessment example (Dutch)
- [Video](#): Ondrej Jerabek and Robert Conings to present their project CCL/eTwinning project on 3D printing with tablets
- [Video](#): CZ lead teacher Petra on school collaboration between 2 CZ schools (one with students with special needs)
- [Video](#): Italian teacher, 1:05min
- More information about the 21st Century Learning Design Rubrics which can be used to evaluate the effectiveness of activities designed to develop 21st Century Skills: [21CLD Learning Activity Rubrics: collaboration](#)

<b>Activities</b>	<p>Course participants are asked to reflect in their Learning Diary on the following questions:</p> <ul style="list-style-type: none"> <li>▪ How do you form groups of students for group work and why do you take this approach? Based on your experience what strategies of forming groups work and which do not work? Why?</li> <li>▪ How do you keep your students focused and on track during collaborative projects? How do you ensure all students contribute to the task?</li> <li>▪ What strategies have you used to assess group work? What are the main challenges for you when it comes to assessing group work?</li> </ul>
<b>Assessment</b>	Short quiz covering the content from the videos (5-10 questions)

<b>MODULE 4: USING TABLETS FOR PERSONALIZED LEARNING &amp; FLIPPING THE CLASSROOM</b>	
<b>Short overview of module</b>	<p>After Module 3 has presented collaborative learning, elements of which most teachers can implement in their classroom without too much difficulty, Module 4 presents the two new teaching approaches personalized learning and Flipped Classroom. Both concepts have the same goal to personalize the learning experience. Both approaches are rather challenging for the teacher, as they require substantial changes to his/her teaching practice and a 1:1 access to tablets is necessary. The module focuses on:</p> <ul style="list-style-type: none"> <li>▪ How to use tablets to personalise tasks (&amp; support individual learning needs)?</li> <li>▪ How to use the tablet outside the classroom/ flip the classroom?</li> </ul>
<b>Learning objectives of module</b>	<p><b>At the end of this module you should have achieved the following Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Developed a clear understanding of the concepts of personalized learning and the flipped classroom</li> <li>▪ Understood how to use a number of apps to personalize or flip the classroom</li> <li>▪ Reflected on an example of how teaching is personalized</li> <li>▪ Reflected on your own teaching practices as regards personalized and flipped learning and flipped learning</li> <li>▪ Designed a lesson plan that incorporates ideas, strategies, tools introduced on the course</li> <li>▪ Reflected on the effectiveness of other people's lesson plans</li> <li>▪ Developed an understanding of how tablets can support children with special educational needs</li> </ul>
<b>Module Outline</b>	

<b>Module content (videos, scripts)</b>	<p><b>4.1 Introduction to personalized Learning</b></p> <p>Many teachers already personalize their students' learning in some way. Katja Engelhardt, European Schoolnet, explains the concept and how tablets can support personalized learning. In the second video, the students from Colégio Monte Flor, Portugal explain how they like to learn.</p> <ul style="list-style-type: none"> <li>▪ <a href="#">Introduction to Personalized Learning</a>, 6:47 min (<a href="#">Script</a>)</li> <li>▪ <a href="#">Types of Learners</a>, 2:17 min</li> </ul> <p><b>4.2 Personalised Learning with tablets</b></p> <p>That technology and in particular tablets can be a valuable tool to personalize learning becomes evident from the experience of UK schools involved in the CCL project. The first video below provides an overview of the experience of the Skinners' Kent Academy and their attempt at personalizing learning using tablets. It addresses many of the areas highlighted in the introduction video in section 4.1 such as the role of the students and teachers.</p> <p><b>CCL teachers UK</b></p> <ul style="list-style-type: none"> <li>▪ Creative Classrooms Lab – <a href="#">Tablets in Schools – UK</a>, 4:57 min (<a href="#">Script</a>)</li> <li>▪ Use of Tablets – <a href="#">Personalisation by Lisa Cowell</a>, 4:51 min (<a href="#">Script</a>)</li> </ul> <p><b>4.3 Introduction to the Flipped Classroom</b></p> <p>The Flipped Classroom has been one of the big educational trends over the last few years. It is a very simple but effective idea that is worth exploring for very teacher and links directly with the previous topic personalization. However, effective implementation in the classroom is not so straight-forward and does require quite a bit of adaption on how to approach the lesson planning and preparation. The two videos below explain the concept and it's impact on teachers and students;</p> <ul style="list-style-type: none"> <li>▪ <a href="#">Introduction to the Flipped Classroom Model</a>, 4:52 min (<a href="#">Script</a>)</li> </ul> <p><b>MediaCore</b></p> <ul style="list-style-type: none"> <li>▪ <a href="#">Flipping the Classroom: Explained</a>, 1:48 min</li> </ul> <p><b>4.4 Flipping the classroom with tablets</b></p> <p>Flipping the classroom does require quite a new approach to lesson planning and preparation from teachers and can therefore be quite daunting. But while the first steps might seem steep, once there is a good set-up, the approach becomes increasingly straight-forward. Monica Storgard, a teacher from Sweden set herself up so she can prepare her own instructional videos for the students. In the video below she provides a step-by-step explanation of her preparation for the flipped classroom. The second video features (from 2:00 minutes into the video) descriptions of CCL teachers about their experience of flipping the classroom and how they overcame their initial scepticism. The two videos should inspire teachers to reflect on key challenges to implementing the model with tablets in classrooms.</p> <p><b>Monica Storgard, teacher, Sweden</b></p> <ul style="list-style-type: none"> <li>▪ <a href="#">Flipping the Classroom</a>, 4:11 min (<a href="#">Script</a>)</li> </ul> <p><b>CCL teachers</b></p> <ul style="list-style-type: none"> <li>▪ <a href="#">Creative Classrooms Lab: themes</a>, 4:13 min (<a href="#">Script</a>)</li> </ul>
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#### 4.5 Apps for personalized learning and flipping the classroom

In this section, apps and tools that feature in the previous sections' video and that can help to personalize learning and flip the classroom are presented.

- [Getting started with Showbie for teachers](#), 6:27 min
- [When I use Khan Academy – an educators perspective](#), 4:38 min
- [Tool for teaching: Socrative](#), 3:31 min
- [Tool for teaching: Aurasma](#), 4:30 min

#### 4.6 Additional resources

##### Additional videos

- [CCL teacher Luc Viatour](#), Institut Saint-Joseph(in French)
- [Official CCL video](#) Portugal
- Official [CCL video Lithuania \(1\)](#)
- Official [CCL video Lithuania \(2\)](#)
- [Italian teacher Rosa Palmizio](#)
- [Tablet use outside](#), Virginija Birenienė, teacher, Klaipeda Simono Dacho progymnasium

##### Course library

- [CCL Learning Story on Flipped Classroom](#)
- [CCL guide: Learning Story Flipped Classroom](#) + [checklist](#)
- [CCL Learning Story on Personalisation](#)
- CCL guide: [Learning Story Personalisation](#) + [checklist](#)
- [CCL Learning Story on Liberating Learners \(independent learners\)](#)
- CCL guide: Learning Story [Liberating Learners](#) + [checklist](#)
- <http://flippedlearning.org/FLN>
- [Flipped Classroom Infographic](#)
- [8 videos about the Flipped Classroom](#)
- <http://www.edutopia.org/blogs/tag/flipped-classroom>
- <http://mathinverses.weebly.com> (French)

#### Activities

For the final activity, course participants submit their Learning Diary, together with a Lesson Plan, and review two other Learning Diaries according to the following criteria.

##### Criteria for a good Learning Diary

- The Learning Diary includes answers to the questions raised in each module.
- The Learning Diary shows that the author has reflected about the questions and topics raised on the course in the context of his/her own situation: for example when identifying challenges to using tablets (Module 1), the author explains that at her school the internet is not reliable which limits the use of tablets.
- The Learning Diary includes a lesson plan that follows all the criteria identified below.
- The Learning Diary includes resources, posts, ideas etc. directly from the course, from other course participants or from anywhere on the web that are relevant to the topics discussed.

	<p><b>Creating a Lesson Plan</b></p> <p>As part of the final activity, course participants create a lesson plan. The idea is to make them reflect on everything they have learned during the course and integrate this into a final course product that can be added to the Learning Diary and that is directly useful to the teachers' work in the classroom.</p> <p>A useful tool to create the Lesson Plan is the <a href="#">Learning Designer</a> which was developed by the London Institute for Education.</p> <p>For an introduction on how to use the Learning Designer teachers can watch the introduction video below. Then they can follow the steps below:</p> <ol style="list-style-type: none"> <li>(1) Register for the Learning Designer tool <a href="#">here</a>, click the activation link in the email you receive (check your Spam folder, if you do not receive an email), and then log-in using your credentials.</li> <li>(2) Prepare your Lesson Plan taking into account the following points: <ol style="list-style-type: none"> <li>a. The Lesson Plan should focus on one of the scenarios introduced in the course <ol style="list-style-type: none"> <li>i. Content creation, collaboration, personalization, flipped classroom</li> </ol> </li> <li>b. The Lesson Plan should incorporate the use of tablets in the classroom. <ol style="list-style-type: none"> <li>i. If you do not use tablets in the classroom, imagine you do and see this as a preparation for when you will have tablets available</li> </ol> </li> <li>c. In the Lesson Plan the tablets should be used in direct connection to the scenario that is the focus of the lesson plan <ol style="list-style-type: none"> <li>i. For example if you focus on content creation, the tablets should be used for creating content, or if you focus on personalization the tablets should be used to provide different learning approaches to the students or for you to gather information about the learning styles of your students</li> </ol> </li> <li>d. Activities and assessments should be clearly linked to the "aims" identified at the top of the Learning Designer.</li> <li>e. The Lesson Plan should be balanced with a good mix of activities and none of the different types of activities taking up more than 35% of the time (see the Learning pie chart for this).</li> </ol> </li> <li>(3) Once you have completed your lesson plan, click the share button on the Learning Designer and copy the short URL which is created into your Learning Designer. Clearly identify on your Learning Diary that this is your Lesson Plan. <ul style="list-style-type: none"> <li>▪ <a href="#">Introduction video: Lesson Plans: 2:11 min (Script)</a></li> <li>▪ <a href="#">Introduction: Creating a Lesson Plan with the Learning Designer</a>, 4:55 min</li> </ul> </li> </ol>
<b>Assessment</b>	Short quiz covering the content from the videos (5-10 questions).

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