








Scenario Title: "School to school collaboration - Use of mobile technologies for engaging project work about remembrance education" **Countries:** Belgium Flanders, Belgium Wallonia, Czech Republic

Duration (no. of one hour lessons)							
Learning Activities	 <p>dream</p>	 <p>explore</p>	 <p>map</p>	 <p>make</p>	 <p>ask</p>	 <p>re-make</p>	 <p>show</p>
Goal (learning objectives, match to curriculum)	<ul style="list-style-type: none"> to learn how to collaborate, and get to know students in the partner school to deal with different perspectives to learn from the past (can be done in any subject) <p>Narrative: to learn for example about World War 1 and reflect on the historical sources about it (remembrance education)</p>	<ul style="list-style-type: none"> to learn how to collaborate to learn technical skills (how to shoot video, take/crop photos, etc.) <p>Narrative:</p> <ul style="list-style-type: none"> learning about WW1 - basic facts in autonomy: collecting information, sorting out, criticizing, verifying sources,... learning about the role of the country in the World War looking for traces in our region/country/family (monuments, signs in the streets, memories in families) sharing this information with other schools, giving feedback to improve the learning process 	<ul style="list-style-type: none"> to develop students' ideas <p>In the class:</p> <ul style="list-style-type: none"> to know what the other groups found out (plan questions to ask the other schools) to select a limited number of activities <p>Together with other school:</p> <ul style="list-style-type: none"> to decide on common approach to plan activities 	<ul style="list-style-type: none"> to work out ideas to collaborate with other schools - groups from one school work with groups from the other school to present first drafts of their work 	<ul style="list-style-type: none"> to ask for feedback from all possible stakeholders to create together polls and other means of capturing feedback and suggestions for improvement together 	<ul style="list-style-type: none"> to improve the work (for example to add something in the books they have done before according to the results from the polls) 	<ul style="list-style-type: none"> to present the outcome of the project

<p>Description of each learning activity</p>	<ul style="list-style-type: none"> Brainstorming on what students want to do. <u>Example:</u> we have to learn about WW1 with another school. How will we do that? 	<ul style="list-style-type: none"> Deciding how to collaborate? identifying different things that we share learning about different ways thinking about how you would present yourself interviewing - in families conducting research 	<ul style="list-style-type: none"> presenting the results of Exploring making/organizing virtual conferences discussing and debating about WW1 in their local area 	<p><u>Examples:</u></p> <ul style="list-style-type: none"> digital storytelling students go out and find out traces (and record them) students create presentations of themselves and exchange them write a poem together create a website about the topic create a digital memory book 	<ul style="list-style-type: none"> gathering feedback creating a questionnaire and other consultative approaches (eg interviews, 'critical friend') sharing the results; or the collaborating classes create polls for each other 	<ul style="list-style-type: none"> remaking the ibook or poem, website,... 	<ul style="list-style-type: none"> publishing the results (poem, iBook, digital memory book,...) online <p><u>Possible activities:</u></p> <ul style="list-style-type: none"> a conference/an exhibition/presentation invite people from community to the event prepare either a face to face meeting or a virtual visit
<p>Learning Environment(s) (physical or virtual settings in which learning takes place)</p>	<ul style="list-style-type: none"> it is not important at this stage - can be in the classroom, at home (discussion with parents), at the museums during visits and so on 	<ul style="list-style-type: none"> field trips visits to museums homes 	<ul style="list-style-type: none"> classroom virtual - skype conference - to know what the other school comes with 	<ul style="list-style-type: none"> small groups work in or outside schools (anywhere) 	<ul style="list-style-type: none"> in classroom or any place where the involved people are 	<ul style="list-style-type: none"> small groups work in or outside the school (anywhere) 	<ul style="list-style-type: none"> In the school or wherever where people can gather together
<p>Digital technologies and tools</p>	<ul style="list-style-type: none"> Brainstorming tools (e.g. mind mapping) Classflow Tools (avatars) to present yourself and your interests 	<ul style="list-style-type: none"> Multimedia apps (taking photos, shooting video, recording podcast) 	<ul style="list-style-type: none"> Skype, Hangout Twinspace 	<p>NOTE: depends on students' ideas, but could be:</p> <ul style="list-style-type: none"> Morfo App, Padlet blogs /weebly common workspace recording tools: for the interviews or to photograph traces Bookcreator or iBook for creating digital memory book 	<ul style="list-style-type: none"> Multimedia apps for gathering feedback - video shooting, creating podcasts, ... Google form to create the poll 	<p>NOTE: depends on the students' ideas</p> <ul style="list-style-type: none"> Morfo App, Padlet Blogs /weebly Common workspace Recording tools: for the interviews or to photograph traces Bookcreator or iBook for creating digital memory book 	<ul style="list-style-type: none"> Online repository (blog, site, school website ...), skype, hangout
<p>Specific use of tablets</p>	<ul style="list-style-type: none"> Students can record (audio or video) discussions with parents at home and replay at school. Sharing ideas through a digital platform that could be reused at home or further in the project. The digital platform allows students to collaborate in 	<ul style="list-style-type: none"> Tablets are used for collecting materials and sharing documents - here we can see a very specific use of tablets - everything can be done with one gadget (taking photos, shooting videos, adjustment of them, adding titles,...) and on the go in and out of class. 	<ul style="list-style-type: none"> Tablets are used for video conferences and presenting 	<ul style="list-style-type: none"> Again, here we can see a specific use of tablets - for recording, for taking photos, for getting in touch with their peers anywhere, working on shared documents (a)synchronously between schools. 	<ul style="list-style-type: none"> creating podcasts, video shooting anywhere they decide they would like to do their polls 	<ul style="list-style-type: none"> for recording, for taking photos, getting in touch with their partners wherever they are. 	<ul style="list-style-type: none"> if it is a face to face meeting it can be recorded and shared with the other school, parents, etc. Tablets can be used to involve the school from abroad in the meeting. Tablets can be used for taking photos from the

	<p>different places (school to school collaboration).</p> <ul style="list-style-type: none"> The portability of tablets means that students can note and share ideas whenever and wherever. <p><i>In all steps, tablets can provide additional support and accessibility for learners with special needs</i></p>	<ul style="list-style-type: none"> As a multipurpose tool, tablets can be used according to students' need (recording, verifying, searching, sharing,...) <p>The value added of a tablet lies in:</p> <p>1) Mobility: the possibility to support collaborative ways of learning such as peer learning, group-work, project work, etc. (as a precondition, these approaches require trust and belief in students).</p> <p>2) Multimedia: the powerful app tools for using multimedia apps for information and media literacy skills, creativity etc. These offer possibilities which go far beyond using worksheets and digital textbooks.</p>					<p>meeting. They can be used for sharing and disseminating what has been done.</p>
Roles (teacher, students, parents, experts, etc.)	<p>Parents: supporters</p> <p>Experts:</p> <ul style="list-style-type: none"> No experts involved in this stage <p>Teachers:</p> <ul style="list-style-type: none"> moderator, helper, supporter, get, be and keep in touch with a teacher from the other class/school. Teachers from the paired schools need to negotiate and agree on common approaches, activities and timetable. 	<p>Experts:</p> <ul style="list-style-type: none"> (eyewitness, heritage organization, museum worker) - share memories <p>Parents/grandparents:</p> <ul style="list-style-type: none"> can be experts, can help with multimedia, can help to get in touch with an expert <p>Teacher:</p> <ul style="list-style-type: none"> supporter, scaffolding the learning practices, summing up what students have learnt as facts about the WW and as searching process 'self-directory learning' 	<p>Experts:</p> <ul style="list-style-type: none"> No experts in this stage <p>Teacher:</p> <ul style="list-style-type: none"> helper, supporter, maybe a moderator during the virtual conference 	<p>Teacher:</p> <ul style="list-style-type: none"> helps with technical things supporter, helper, put everything in the right way (scaffolding) <p>Students:</p> <ul style="list-style-type: none"> do the most of work 	<p>Parents, experts:</p> <ul style="list-style-type: none"> give feedback <p>Students:</p> <ul style="list-style-type: none"> from the partner school give feedback 	<p>Teacher:</p> <ul style="list-style-type: none"> helps with technical things supporter, helper, put everything in the right way (scaffolding) <p>Students:</p> <ul style="list-style-type: none"> do the most of work 	<p>Parents, people from community:</p> <ul style="list-style-type: none"> watch what has been done They evaluate the work that has been done.
Collaboration, team work	<ul style="list-style-type: none"> Students work in groups within the classroom- each group with a specific aim - brainstorming. 	<ul style="list-style-type: none"> Student-to-student collaboration: children share their discoveries with others within the classroom and with the 	<ul style="list-style-type: none"> big groups - sharing together their findings 	<ul style="list-style-type: none"> groups from one school work with groups from the other school 	<ul style="list-style-type: none"> students create polls in groups students answer the polls individually 	<ul style="list-style-type: none"> groups from one school work with groups from the other school 	<ul style="list-style-type: none"> preparation of the event in teams; (they can be school teams or, better, school-to school teams,

<p>Individual work, personalisation</p>	<ul style="list-style-type: none"> Roles within groups are allocated Main kind of collaboration: student-to-student collaboration <p><i>Consider the needs of students with disabilities and special needs: are the tasks adapted for them? How do they contribute to group work?</i></p>	<p>partner school (through a common web platform, Skype,...) through the whole learning process.</p>		<ul style="list-style-type: none"> each student works on their own piece of work/task, depending on abilities and strengths 		<ul style="list-style-type: none"> each student works on their own piece of work/task, depending on abilities and strengths 	<p>for example via skype or hangout</p>
<p>Reflection (reflecting upon one's learning and reporting activity status and progress) Assessment (type, instruments)</p>	<ul style="list-style-type: none"> decision about the topic of the projects, methods and forms of collaboration agree success indicators and learning outcomes / goals, and make them explicit 	<ul style="list-style-type: none"> all students' work is stored somewhere, so that each student can access rubrics peer assessment teacher's assessment based on involvement in the task, results, range of information, variety of sources, truthfulness,... 	<ul style="list-style-type: none"> the conference has been held <p>Assessment:</p> <ul style="list-style-type: none"> teacher observation (if the question has been asked during the conference) 	<p>Peer review :</p> <ul style="list-style-type: none"> students evaluate each other's work as it develops 	<ul style="list-style-type: none"> comments from others (parents?), from the partner school,... peer review from students from the partner school polls (by students) can be used by the teacher for assessment as well 	<p>Peer review :</p> <ul style="list-style-type: none"> students evaluate each other's work 	<ul style="list-style-type: none"> evaluation from visitors or participants in the event peer and self-evaluation by students (what did I/we learn, how did I learn, how could I learn better next time? etc.)
<p>Outcomes</p>	<ul style="list-style-type: none"> The agreed topic they would like to learn about with the other school and how to proceed. confident participation by all students in brainstorming activities, improved collaboration skills 	<ul style="list-style-type: none"> photo- collages, videos, interviews,... a deeper understanding of the topic based on collaborative research students begin to identify and record in a shared digital space key information on the topic through joint critical analysis Students' technical skills improved 	<ul style="list-style-type: none"> A common approach and set of activities are agreed between groups, based on shared information and discussions via videoconference 	<ul style="list-style-type: none"> depends on students' ideas (see above) students produce and share in a digital space key documents and start work on an end product about the topic based on their activities 	<ul style="list-style-type: none"> results of the polls, podcasts, videos, are analysed and shared Students understand the strengths and weaknesses of their work and how it can be improved. Students' skills in designing surveys and analysing responses improve. 	<ul style="list-style-type: none"> depends on students' ideas (see above) students finalise and upload to a shared digital space their products 	<ul style="list-style-type: none"> the meeting or conference students have developed a deeper understanding of the topic and improved their presentation skills, digital, learning and collaboration competences, as well as remembrance and citizenship as cross-curricular topics