



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

## SUMMARY CCL SCENARIOS 1<sup>ST</sup> CYCLE

### CONTENT CREATION

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#### AIM OF THE SCENARIO

In this scenario students create interactive digital content – for example a video, a game, a presentation, a learning module, even an app – that can be used by others. Students thereby become ‘prosumers’: producers and not just consumers of content, and learn about the processes and pitfalls of designing and creating content in an authentic, real-world problem-solving context.

#### WHAT IT IS ALL ABOUT

Whereas in traditional learning settings content is static and developed by teachers or textbook authors, one-to-one computing and particularly tablet teaching becomes more a living system with constantly updated or changed educational resources. Therefore, activities should be interactive: content production and reflection become an integral part of the bigger knowledge loop.

The teacher should define the topic clearly, and negotiate the details with students, including the specification of the expected end product, but ensure that the process is bottom up rather than top down. The subject and end product should not be too ambitious and should, in terms of development, be well defined in time.

There are seven learning activities of varying duration, in common with other scenarios: Dream, Explore, Map, Make, Ask, Re-make, Show. Each step is highly relevant in the ‘project management’ process of researching, specifying, developing, piloting and publishing digital learning resources. The Ask activities for example encourage constant feedback and refinement of the product. Many 21<sup>st</sup> century skills can be developed by students as they work on the tasks, as well as a deeper understanding of the topic.

## ROLE OF THE STUDENTS

Students work in different learning environments, optimized if possible for working on the different task: classroom, school or home. They could work alone, in groups or as a whole class, and a competitive element could be introduced with a judging process.

## ROLE OF THE TEACHER

The teachers' role is to monitor the content creation process, act as a coach, collate the resources or suggest additional educational resources, links or material.

## USE OF ICT

Hardware to be used includes tablets, video cameras and interactive whiteboards. Examples of specific software are Mind Mapping Software, Evernote, as well as blogs, wikis and e-portfolios for sharing interim results and stimulating feedback. The use of a sharing space in the cloud to store, share and comment on work is also essential.

## FINAL OUTPUT

The final product is expected to be of sufficient technical and pedagogical quality to be made publicly available online and to be used and further modified by other classes or schools, by both teachers and students. Discussions should take place about plagiarism, copyright, Creative Commons and Open Educational Resources.

## WHAT WOULD A GOOD CONTENT CREATION PROCESS LOOK LIKE ?

Successful content creation could feature:

- Learning by teaching: a focus on learning as much as on the mechanics of creating the content, not at all easy!
- A good mix of activities in and out of the classroom
- Students develop critical skills, media literacy and learn about what makes for good learning
- Effective use of tablet computers
- Agreed criteria for 'good content'
- An end product that fills a gap, is accessible, makes appropriate use of technology, and can be used and adapted by teachers and students

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