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<b>Learning Activities</b>	Free thinking, sharing ideas	Looking for and finding content	Structuring thoughts	Developing or practising	Interviewing/ Feedback	Revising	Performing and presenting
<b>Time (weeks)</b>	Depending on the subject Normally 2	Depending on the subject Normally 3/4	Depending on the subject Normally 1/2	Depending on the subject Normally 3/4	Depending on the subject Normally 1	Depending on the subject Normally 1	Depending on the subject Normally 1
<b>Goal (learning outcomes, match to specification)</b>	<p>Biology, and possibly inter-disciplinary.</p> <p>Could be a totally different subject and topic using the same approach.</p> <p>Important to fit this topic into curriculum, not squeeze others out.</p>		<p>The goal is also to develop students' team-working and interpersonal skills and learning to learn (and other 21C skills). This involves changing the physical learning space.</p>		<p>The goal is to develop digital competences, e.g. creating audio and video clips, and safe and responsible ICT practices (e.g. understanding data protection and privacy issues).</p>		
<b>Description (of each learning activity)</b>	<b>Students:</b> 1. Form teams and allocate	<b>Students:</b> 1. Find relevant information (internet,	<b>Students:</b> At a meeting the Lead Researcher	<b>Students:</b> 1. Formulate questions to ask	<b>Students:</b> 1. Ask a doctor online (using	<b>Students:</b> Do further research including students emailing	<b>Students:</b> 1. Show suggestions for a healthier








Learning Activities	 <b>dream</b>	 <b>explore</b>	 <b>map</b>	 <b>make</b>	 <b>ask</b>	 <b>re-make</b>	 <b>show</b>
<p><b>Learning Activities</b></p> <p>roles (see below);</p> <p>2. Watch a 'provocative' stimulus video;</p> <p><b>Teacher:</b></p> <p>provides students with a challenge to research a topic on a controversial issue which they are interested in (...and which fits within the curriculum).</p>	<p>Free thinking, sharing ideas</p> <p>roles (see below);</p> <p>2. Watch a 'provocative' stimulus video;</p> <p><b>Teacher:</b></p> <p>provides students with a challenge to research a topic on a controversial issue which they are interested in (...and which fits within the curriculum).</p>	<p>Looking for and finding content</p> <p>books, articles, etc.);</p> <p>2. Lead Researcher starts by identifying people who have strong views on the issue they are researching;</p> <p>3. The Team Leader takes responsibility for using social media (e.g. Twitter) and the internet to identify suitable people, and posts a list of these people with their profiles on the project blog;</p>	<p>Structuring thoughts</p> <p>shares findings with the group</p>	<p>Developing or practising</p> <p>schoolmates and others;</p> <p>Make an online survey.</p>	<p>Interviewing/ Feedback</p> <p>Skype for example);</p> <p>2. Team Leader allocates each team member with further work to complete, including interviews with some local experts that have been identified, e.g. celebrity, someone from a hospital, a parent who works in the area being researched, and a local university lecturer who lectures on the subject.</p>	<p>Revising</p> <p>the experts and famous people identified, to get their opinions on the topic.</p>	<p>Performing and presenting</p> <p>school to students, teachers, municipality / minister and parents;</p> <p>2. Information collected is used to plan a webinar or online debate which they deliver to the other students in the school;</p> <p>The other students who participate in the webinar are able to vote on the issue being discussed, and the results of this are put into a final report.</p>

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Lead Researcher does background research into the issue.

3. Organiser arranges a meeting outside school time to plan how they are going to contact the people they have identified. She finds a number of locations on an online map e.g. a local community centre, and checks for availability. She gives the others details of the meeting via the project blog.







Activity could include an online debate or poll based on survey

							
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and interview results, to collect opinions or support a position.

<b>Learning Environment/s</b> (the physical or virtual setting(s) in which learning takes place)	<ol style="list-style-type: none"> <li><b>Physical:</b> classroom</li> <li><b>Virtual:</b> Learning platform</li> </ol>	<ol style="list-style-type: none"> <li><b>Physical:</b> Classroom/ home: Place of students' choosing, e.g. using tablet in a museum</li> </ol>	<ol style="list-style-type: none"> <li><b>Physical:</b> classroom/home</li> </ol> <p><b>Virtual:</b> Internet, skype, moodle</p>	<ol style="list-style-type: none"> <li><b>Physical:</b> Classroom/home</li> </ol> <p><b>Virtual:</b> Internet, Skype, Moodle</p>	<b>Physical</b> Classroom/home	<ol style="list-style-type: none"> <li><b>Physical</b> Online and in the school</li> <li><b>Virtual</b></li> </ol>
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<b>Digital Technologies and Tools</b>	<ul style="list-style-type: none"> <li>Tablets – ensure activity is more efficient and effective with them, especially as regards supporting collaboration. Could it be done without tablets?</li> <li>Beamer</li> <li>Wallwisher</li> </ul>	<ul style="list-style-type: none"> <li>Cobiss <a href="http://www.cobiss.si/cobiss_eng.html">http://www.cobiss.si/cobiss_eng.html</a></li> <li>use social media platforms and Cloud services to encourage collaboration and joint knowledge creation – see</li> </ul>	<ul style="list-style-type: none"> <li>free to use online survey builder (eg Quick survey)</li> <li>documents shared online before meetings</li> </ul>	<ul style="list-style-type: none"> <li>Blogger, Glogster (free online tool)</li> <li>Skype</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> <li>presentation in the school with beamer, computer</li> <li>Webinar</li> </ul>
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<http://net.educause.edu/ir/library/pdf/ELI7092.pdf>

- online calendar and other tools to plan and schedule, organise workflow, and set individual learning goals.

<p><b>Roles</b> (teacher, students, parents, experts, etc.)</p>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Animates,</li> <li>2. Coaches,</li> <li>3. online tutor/mentor</li> </ol> <p>The role here is very different from traditional role, requiring teachers to rethink their management and</p>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Observes</li> <li>2. Advises.</li> </ol> <p><b>Students:</b></p> <p>Work on their tasks. In meetings students play different roles, and learn to listen,</p>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Observes</li> <li>2. Advises.</li> </ol> <p><b>Students:</b></p> <ol style="list-style-type: none"> <li>1. Work on their tasks.</li> <li>2. Peer learning</li> </ol>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Observes</li> <li>2. Advises.</li> </ol> <p><b>Students:</b></p> <p>Working on their tasks, e.g. writing and sharing blogs.</p>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Observes</li> <li>2. Advises,</li> <li>3. Liaises with experts if necessary.</li> </ol> <p><b>Students:</b></p> <ol style="list-style-type: none"> <li>1. Prepare</li> <li>2. Ask questions.</li> </ol>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Observes</li> <li>2. Assesses the work done.</li> </ol> <p><b>Students:</b></p> <ol style="list-style-type: none"> <li>1. Present their work</li> <li>2. Answer questions.</li> </ol>
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<p>teaching techniques. He ensures the project does not take up too much time, that all students contribute, and that students learn how to work independently</p> <p><b>Students:</b></p> <p>Participate and get involved.</p>	<p>negotiate, persuade etc.</p>	<p>Peer support between students to help each other</p>		<p>3. Write the answers.</p>			
<p><b>Collaboration</b> (team work)</p>	<p>1. <b>Set up teams</b> – according their interests (written down on the wallwisher)</p> <p>2. <b>Students choose between the following roles:</b></p> <p>a. Team Leader – planning the activities and</p>	<p>1. <b>Distribution of task/roles among team members.</b></p> <p>Students need to work in teams to carry out the research, and each student in a team needs to</p>	<p>The team members agree on questions/make a selection.</p>	<p>1. Each member of the team fulfils his/her work.</p> <p>Students share opinions, results.</p>	<p>Students find the right place for the answers in the blog.</p>		<p>Team presentation of the work done.</p>

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helping each team member complete their work.

- b. Team Reporter – reporting on the teams progress and individual progress.
- c. Organiser – organising the online tools, meetings and webinar.
- d. Lead Researcher – leading most of the research. Each team selects a team name and creates a team blog where they will report their progress.

take a different role.

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### 3. The Team

#### Reporter is in charge of producing progress updates

explaining what each of the other team members are doing.

#### Reflection (reflecting upon one's learning and reporting activity status and progress)

Throughout: importance of formative assessment and progress monitoring, using for example blogs and e-portfolios for learning journals to report their own collaboration skills development








The Reporter asks each of the team members to record an audio clip of what they have done so far. This is also uploaded to the blog.

Before the interviews the team has an online collaboration session using an online shared editing tool, that identifies who has made what contribution.

Lead Reporter has reviewed the blog and audio reports, provides each student with a progress report, a team report and guidance on what additional work they should do with support materials. .

Lead Reporter guides them to make sure they are



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critical about the information they receive, and think carefully about whether the sources are reliable and expert

<b>Assessment (type, instruments)</b>	Did I involve my students into the dream (e.g. numbers of answers on the wishwall)?	How much relevant data did students find?	Number and relevancy of the questions prepared  Quality of online survey – technical view (quality of data collection).	Content of blog/glogster presentation.	Number and content of questions prepared and asked.	Reactions and comments  The students' final grade is based on the contributions they have made, which can be accessed in the project blog.
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