













# Scenario Title: iGroup - Collaboration and assessment in a group (CCL, Europe)

	 <b>dream</b>	 <b>explore</b>	 <b>map</b>	 <b>make</b>	 <b>ask</b>	 <b>re-make</b>	 <b>show</b>
<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</b> (learning outcomes, match to specification)	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>Teachers present the subject</li> <li>Introduce the design brief and the process</li> <li>Make students feel involved</li> <li>Enhance learning through collaboration among students</li> <li>Research and implement innovative</li> </ol>	<p><b>Students:</b></p> <ol style="list-style-type: none"> <li>Look/Search for data and information</li> <li>Find content (to collect information (e.g. from museums, family, internet, library)</li> <li>Set up a self-assessment process</li> <li>Discuss</li> </ol>	<p><b>Students:</b></p> <ol style="list-style-type: none"> <li>Share</li> <li>Organize ideas and data to perform different roles</li> <li>Preview the first model</li> <li>Reflect</li> </ol>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>Develop assessment grids and select assessment tools</li> </ol> <p><b>Students:</b></p> <ol style="list-style-type: none"> <li>Develop draft version</li> <li>Reflect on activities</li> <li>Develop self-assessment</li> </ol> <p>Develop peer to peer assessment</p>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>Feedback of the teacher</li> </ol> <p><b>Students:</b></p> <ol style="list-style-type: none"> <li>To look at the project process</li> <li>Give and receive feedback</li> <li>Feedback of experts if exists</li> </ol>	<p><b>Students:</b></p> <ol style="list-style-type: none"> <li>Revise all the project (to evaluate the new information with the existing work)</li> <li>Decide which additional information to include</li> </ol> <p>Re-make if necessary</p>	<p><b>Students:</b></p> <ol style="list-style-type: none"> <li>Organise the presentation</li> <li>Perform an interactive show</li> <li>to express feedback</li> <li>Assess and evaluate</li> <li>Conclude and note lessons learnt</li> </ol> <p>Final Assessment Close the project</p>








<p><b>Learning Activities</b></p>	 <p><b>dream</b></p>	 <p><b>explore</b></p>	 <p><b>map</b></p>	 <p><b>make</b></p>	 <p><b>ask</b></p>	 <p><b>re-make</b></p>	 <p><b>show</b></p>
	Free thinking, sharing ideas	Looking for and finding content	Structuring thoughts	Developing or practising	Interviewing/ Feedback	Revising	Performing and presenting








- forms of assessment within groups
  - 6. Collect feedback from students about the subject presented
  - 7. Assessment (Explain how it is )
- Begin of the process**








**Students:**








1. Form teams and organize group work
2. Define learning methodologies








Define learning objectives and agree on assessment criteria

Learning Activities	 dream	 explore	 map	 make	 ask	 re-make	 show
<b>Description</b> (of each learning activity)	<b>Teacher:</b> <ol style="list-style-type: none"> <li>Introduces the design brief</li> <li>Stimulates students' involvement in the specific subject</li> <li>Collects students' feedback and revises the design brief</li> <li>Assigns roles</li> </ol> <b>Students:</b> <ol style="list-style-type: none"> <li>Give their feedback to the proposal</li> <li>Choose their own role within the micro-group; select and assign roles</li> </ol>	<b>Teacher:</b> <ol style="list-style-type: none"> <li>Moderate</li> <li>Gives support to the students</li> <li>Gives feedback</li> </ol> <b>Students:</b> <ol style="list-style-type: none"> <li>Work individually and/or collaboratively onsite and online</li> <li>Collect information, take notes and pictures or surf videos – e.g. in a museum</li> <li>Interview and record experts (audio records)</li> </ol>	<b>Students :</b> <ol style="list-style-type: none"> <li>Create a conceptual map and a storyboard of the product (e.g. video) they would like to produce</li> <li>Refine assessment and self-assessment criteria</li> </ol> <p>Develop an individual learning diary / portfolio</p>	<b>Teacher:</b> <ol style="list-style-type: none"> <li>Develop assessment grids an select assessment tools</li> </ol> <b>Students:</b> <ol style="list-style-type: none"> <li>Develop draft version</li> <li>Reflect on activities</li> <li>Develop self-assessment</li> </ol> <p>Develop peer to peer assessment</p>	<b>Students:</b> <ol style="list-style-type: none"> <li>Create questions if learning activity is on goal</li> <li>Involve an external expert to get original and sound data to insert into the video</li> </ol> <p>Generate an online survey and send it to the people involved in the project</p>	<b>Students :</b> <ol style="list-style-type: none"> <li>Evaluate their work, results and new information</li> </ol> <p>Agree on information they are going to additionally include in their work</p>	<b>Students :</b> <ol style="list-style-type: none"> <li>Organise their input/role in the presentation</li> <li>Prepare the equipment needed</li> <li>Present</li> <li>Other students actively participate in the show</li> </ol> <b>Teachers:</b> <p>Assess according to the established criteria</p>








Learning Activities	 dream	 explore	 map	 make	 ask	 re-make	 show
<p>Free thinking, sharing ideas</p>	<p>Looking for and finding content</p>	<p>Structuring thoughts</p>	<p>Developing or practising</p>	<p>Interviewing/ Feedback</p>	<p>Revising</p>	<p>Performing and presenting</p>	<p>3. Choose the data collection format (video, text, visuals, audio)</p> <p>- cut, fade, music,..) <b>(Optional)</b></p> <p>Negotiate activities and targets with the teacher</p>
<p><b>Learning Environment/s</b> (the physical or virtual setting(s) in which learning takes place)</p>	<p>1. Classroom 2. Historical places (museum, archive, library) 3. Virtual journey through Google map</p>	<p>1. historical places 2. library 3. classroom 4. home</p>	<p>1. School 2. Home</p>	<p>1. School, library, home, VLE (synchronous and asynchronous)  The school setting should be organised in a way to facilitate 2.0 processes (i.e. peer/group/ plenary/areas)</p>	<p>1. Online</p>	<p>1. School or online 2. Online</p>	<p>1. School as a public event 2. Online for parents, and as a record or achievement</p>

							
<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>Digital Technologies and Tools</b>	<ul style="list-style-type: none"> <li>Brainstorming tools</li> <li>Team up</li> <li>Tablets &amp; apps</li> <li>mind mapping tools</li> <li>Evernote</li> <li>IWB</li> </ul>	<ul style="list-style-type: none"> <li>communication tools (blog, twitter, snapchat, skype, googledocs)</li> <li>media channels</li> <li>repositories</li> </ul>	<ul style="list-style-type: none"> <li>mind mapping tools in order to create the conceptual map (but other software can be used as well)</li> <li>Google docs to share and work on the same storyboard</li> <li>Google hangouts to discuss online</li> </ul>	<p><u>Tablet and apps:</u></p> <ul style="list-style-type: none"> <li>Video (Animoto)</li> <li>Audio (Voxopop, Spreker)</li> <li>Makers</li> <li>Mapping tools (Popplet)</li> <li>Timelines (Dipity)</li> </ul>	<p><u>Online tools:</u></p> <ul style="list-style-type: none"> <li>Google Docs</li> <li>Poll generators, etc.</li> <li>Tablets</li> </ul>	<ul style="list-style-type: none"> <li>already used tools</li> </ul>	<ul style="list-style-type: none"> <li>tools for feedback and assessment (e.g. online questionnaire, online response systems)</li> </ul>
<b>Roles</b> (teacher, students, parents, experts, etc.)	<p><u>Teacher:</u></p> <ol style="list-style-type: none"> <li>Prepares,</li> <li>Inspires,</li> <li>Coaches,</li> <li>Questions</li> <li>Listens</li> </ol>	<p><u>Teacher:</u></p> <ol style="list-style-type: none"> <li>Prepares,</li> <li>Supports</li> <li>Monitors</li> </ol>	<p><u>Teacher:</u></p> <ol style="list-style-type: none"> <li>Listens,</li> <li>Questions,</li> <li>Supports</li> </ol>	<p><u>Teacher:</u></p> <ol style="list-style-type: none"> <li>Tutors</li> <li>Monitors differentiate d groups</li> </ol>	<p><u>Teacher:</u></p> <ol style="list-style-type: none"> <li>Mentors,</li> <li>Supervises</li> <li>Listens,</li> <li>Observes</li> <li>Coaches</li> </ol>	<p><u>Teacher:</u></p> <ol style="list-style-type: none"> <li>Mentors,</li> <li>Supervises</li> <li>Listens,</li> <li>Observes,</li> <li>Coaches,</li> </ol>	<p><u>Teacher:</u></p> <ol style="list-style-type: none"> <li>Observes</li> <li>Assesses</li> </ol>








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>Students:</b></p> <ol style="list-style-type: none"> <li>Listen,</li> <li>Discuss,</li> <li>Negotiate,</li> <li>Organize</li> </ol> <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><b>Students:</b></p> <ol style="list-style-type: none"> <li>Explore,</li> <li>Observe,</li> <li>Collect</li> <li>Share</li> </ol>	<p><b>Students:</b></p> <ol style="list-style-type: none"> <li>Listen,</li> <li>Discuss,</li> <li>Create according to their specific role</li> </ol>	<p><b>Students:</b></p> <ol style="list-style-type: none"> <li>Observe,</li> <li>Question,</li> <li>Share</li> <li>Act</li> </ol>	<p><b>Students:</b></p> <ol style="list-style-type: none"> <li>Act,</li> <li>Discuss</li> <li>Share</li> </ol>	<ol style="list-style-type: none"> <li>Gives feedback</li> </ol> <p><b>Students:</b></p> <ol style="list-style-type: none"> <li>Discuss</li> <li>Plan</li> </ol>	<p><b>Students:</b></p> <ol style="list-style-type: none"> <li>observe,</li> <li>Take part</li> <li>Assess</li> </ol>
<p><b>Collaboration (team work)</b></p>	<p>Collaboration, team work, class work</p> <p><b>Students:</b></p> <ol style="list-style-type: none"> <li>Organize themselves into groups/teams</li> </ol>	<p>Team and individual work</p> <p><b>Students:</b></p> <ol style="list-style-type: none"> <li>Work at home or at school alone and/or in teams</li> </ol>	<p>Team and individual work</p> <p><b>Students:</b></p> <ol style="list-style-type: none"> <li>Map their findings in teams</li> </ol>	<p>Team and individual work (e.g. Jigsaw, circle times...)</p>	<p>Team work to present the project, analyse feedback and re-design</p>	<p>Team work to re-design</p>	<p>Team work to disseminate results</p> <ol style="list-style-type: none"> <li>Self-assessment</li> <li>Peer-to-peer assessment</li> </ol>





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>Free thinking, sharing ideas</p> <ol style="list-style-type: none"> <li>Discuss the challenge the teacher is setting to them and negotiate</li> <li>Plan how to shape their team tasks.</li> <li>Question and improve given tasks</li> </ol> <p>Personalize tasks according to their needs, style, time.</p>	<p>Looking for and finding content</p> <ol style="list-style-type: none"> <li>Share findings in a virtual environment</li> </ol>	<p>Structuring thoughts</p> <ol style="list-style-type: none"> <li>Create mind maps collaboratively and share them online</li> </ol> <p>Engage in an open dialogue, eg share interim results with peers</p>	<p>Developing or practising</p>	<p>Interviewing/ Feedback</p>	<p>Revising</p>	<p>Performing and presenting</p>



							
<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>Overview of reflection and assessment</b>	<ol style="list-style-type: none"> <li>Self-assessment</li> <li>Peer-assessment</li> <li>Teacher assessment</li> </ol> <ul style="list-style-type: none"> <li><b>What:</b> process and product</li> <li><b>Who:</b> group and individual work</li> </ul>	<ol style="list-style-type: none"> <li>Self-assessment</li> <li>Peer-assessment</li> <li>Teacher assessment</li> </ol> <ul style="list-style-type: none"> <li><b>What:</b> process and product</li> <li><b>Who:</b> group and individual work</li> </ul>		<ol style="list-style-type: none"> <li>Observation and reflection</li> <li>Self and peer evaluation</li> <li>Peer feedback</li> </ol>	The person/expert who is asked by the students is also asked to provide a feedback on the prototype and on the improvements the group has agreed upon for the second prototype.	The students, after remaking the video, ask the teacher to evaluate the second version and some mates as “external evaluators” (the coordinator has the role to ask some peers to give a look at the work and to fill in a grid that the group has created)	<ol style="list-style-type: none"> <li>Peer evaluation within groups</li> <li>Teacher evaluates the contribution each one has given to the work and on the work as whole</li> </ol>
<b>Reflection</b> (reflecting upon one’s learning and reporting activity status and progress)	<u>Students only</u>	<u>Students only</u>	<u>Students only</u>	<u>Students only</u>	<u>Students only</u>	<u>Students only</u>	<u>Students only</u>
	<ol style="list-style-type: none"> <li>Record feedback</li> </ol>	<ol style="list-style-type: none"> <li>Observe,</li> <li>Record</li> <li>Share reflections</li> </ol>	Record observations	Record observations	Record observations	Record observations	Record their observations



							
<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>Assessment (type, instruments)</b>	<p><b>Teacher:</b></p> <p>Assesses how students react and take part in the discussion, their ability to question the task (especially if they add value and positive change to the proposal), and their ability to choose and define their own role</p>	<p><b>Teacher:</b></p> <p>Assesses the work of each student and team according to the identified resources, in terms of relevance, efficacy and breadth</p> <p><b>Students:</b></p> <p>Peer feedback</p>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>Gives feedback on the conceptual map and storyboard the group has created and provides suggestion on what each student in the group could do in order to improve the design of the group.</li> <li>Assesses how students take part in the discussion, recognize relationships between their findings and analyse them.</li> </ol>	<p><b>Teacher:</b></p> <p>Assesses how students 'prepare the class', take part in the discussion and perform lab work.</p> <p><b>Students:</b></p> <p>Peer feedback as the work progresses</p>	<p><b>Teacher:</b></p> <p>Assesses students' ability to be in charge of a workshop, to work with experts (contact, ask for collaboration, discuss and negotiate), to explain and present ideas to people who have not followed the project progression, receive 'criticism' and incorporate expert views into the project.</p> <p><b>Students:</b></p> <ol style="list-style-type: none"> <li>Self-assessment</li> <li>Peer feedback: after the prototype, each</li> </ol>	<p><b>Teacher:</b></p> <p>Assesses the work of team students to re-design the project.</p> <p><b>Students:</b></p> <ol style="list-style-type: none"> <li>Peer feedback</li> <li>Self-assessment</li> </ol>	<p><b>Teacher:</b></p> <p><u>Assesses:</u></p> <ol style="list-style-type: none"> <li>Students' multimedia editing skills,</li> <li>Students' collaboration on the project,</li> <li>Students' ability to document, communicate and summarize learning processes and present prototypes and results to others</li> </ol> <p><b>Students:</b></p> <ol style="list-style-type: none"> <li>Peer feedback and</li> <li>Self-assessment</li> </ol>

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3. Individual participation in the creation of the mind map.

**Students :**

1. Peer feedback
2. Student coordinator records all the steps the group go through so that the process can be captured.

has to evaluate the product on 2 levels:

- a. What should be improved
- b. What each one should do in order to improve the product (this is a self-assessment process)

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