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Scenario Overview

This scenario is not embedded within a subject, topic or age group, but aims to show how assessment can be built into any collaborative activity covering the seven stages commonly found in group work in project-based or enquiry-based learning, from the research question to the final output: free thinking, researching, structuring thoughts, developing the product, getting feedback, revising and performing/presenting.

							
Learning Activities	Free thinking, sharing ideas	Looking for and finding content	Structuring thoughts	Developing or practising	Interviewing/ Feedback	Revising	Performing and presenting
Time (weeks)	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
Goal (learning outcomes, match to specification)	To enhance learning through student collaboration and new forms of assessment To introduce the topic, the design brief and the process	To research and gather information from museums, family, internet, library To set up a self- and peer-assessment process, with teacher support	To share ideas and information To organize ideas and data, performing different roles To record their individual and group progress	To develop assessment grids and select assessment tools To develop draft version of final product To reflect on activities, developing their self-assessment,	To provide formative feedback on the groups' work and product To give and receive feedback To obtain external feedback from experts if possible	To revise all the project (to evaluate the new information with the existing work) To decide which additional information to include To re-make if necessary	To organise a final presentation, performing an interactive show To give feedback, assess and evaluate, and note lessons learnt To provide a summative assessment

Learning Activities	 dream	 explore	 map	 make	 ask	 re-make	 show
<p>Learning Activities</p>	<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>Description (of each learning activity)</p>	<p>To plan, implement and evaluate innovative forms of assessment within groups</p> <p>To explain the learning objectives and how the activity is to be assessed</p> <p>To form teams, plan and allocate tasks</p> <p>Teacher introduces the design brief, collects students' feedback and revises the design brief</p> <p>Teacher assigns roles</p>	<p>and carry out peer to peer assessment</p> <p>Teacher moderates, gives support and feedback</p> <p>Students work individually and/or collaboratively onsite and online</p>	<p>Students create a conceptual map and a storyboard of the product (e.g. video) they would like to produce</p> <p>Students refine assessment and</p>	<p>Teacher develops assessment grids and select assessment tools</p> <p>Students develop draft version</p> <p>Students reflect on activities, and</p>	<p>Students create questions to check the learning activity is on target</p> <p>Students interview an external expert</p> <p>Students generate an online survey</p>	<p>Students evaluate their work, results and new information</p> <p>Students agree on information they are going to additionally</p>	<p>Students organise their input/role in the presentation</p> <p>Students prepare the equipment needed</p>








Learning Activities	 dream	 explore	 map	 make	 ask	 re-make	 show
<p>Learning Activities</p>	<p>Free thinking, sharing ideas</p> <p>Students react to the proposal, choose their own role within the micro-group; select and assign roles</p> <p>Students choose data collection format (video, text, visuals, audio)</p> <p>Students negotiate activities and targets with the teacher</p>	<p>Looking for and finding content</p> <p>Students collect information, take notes and pictures or watch videos – e.g. in a museum</p> <p>Students interview and record experts</p>	<p>Structuring thoughts</p> <p>self-assessment criteria</p> <p>Students develop an individual learning diary / portfolio</p>	<p>Developing or practising</p> <p>develop self-and peer-assessment</p>	<p>Interviewing/ Feedback</p> <p>and send it to the people involved in the project</p>	<p>Revising</p> <p>include in their work</p>	<p>Performing and presenting</p> <p>Students present the results of their work</p> <p>Other students actively participate</p> <p>Teacher assesses according to the established criteria</p>
<p>Learning Environment/s (the physical or virtual setting(s) in which learning takes place)</p>	<p>Classroom Historical places (museum, archive, library) Virtual journey through Google maps and street view</p>	<p>Historical places Library Classroom Home</p>	<p>School Home</p>	<p>School, library, home, VLE (synchronous and asynchronous) The school setting should be organised in a way to facilitate</p>	<p>Online</p>	<p>School or outside Online</p>	<p>School as a public event Online for parents, and as a record or achievement</p>








							
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peer/group/
plenary/areas







Digital Technologies and Tools	<ul style="list-style-type: none"> Brainstorming tools Team up Tablets & apps mind mapping tools Evernote Smartboard 	<ul style="list-style-type: none"> Communication tools (blog, twitter, snapchat, skype, googledocs) Media channels Repositories 	<ul style="list-style-type: none"> Mind mapping tools in order to create the conceptual map (but other software can be used as well) Google docs to share and work on the same storyboard Online social spaces to discuss 	<ul style="list-style-type: none"> Video (Animoto) Audio (Voxpop, Speaker) Makers Mapping tools (Popplet) Timelines (Dipity) 	<ul style="list-style-type: none"> Google Docs Poll generators, etc. Tablets 	<ul style="list-style-type: none"> Already used tools 	<ul style="list-style-type: none"> Tools for feedback and assessment (e.g. online questionnaire, online response systems)
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Roles (teacher, students,	Teacher prepares, inspires, coaches, questions, listens	Teacher prepares, supports, monitors	Teacher listens, questions, supports	Teacher tutors, monitors differentiated groups	Teacher mentors, supervises, listens, observes, coaches	Teacher mentors, supervises, listens, observes,	Teacher observes, assesses
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Learning Activities	Free thinking, sharing ideas	Looking for and finding content	Structuring thoughts	Developing or practising	Interviewing/ Feedback	Revising	Performing and presenting
parents, experts, etc.)	Students listen, discuss, negotiate, organize	Students explore, observe, collect, share	Students listen, discuss, create according to their specific role	Students observe, question, share, act	Students act, discuss, share	coaches, gives feedback Students discuss, plan	Students observe, take part, assess
Collaboration (team work)	Collaboration, team work, class work <u>Students:</u> Organize themselves into groups/teams Discuss the challenge and negotiate Plan how to shape their team tasks. Personalize tasks according to their needs, style, time.	Team and individual work <u>Students:</u> Work at home or at school alone and/or in teams Share findings in a virtual environment	Team and individual work <u>Students:</u> Map their findings in teams Create mind maps collaboratively and share them online Engage in an open dialogue, e.g. share interim results with peers	Team and individual work (e.g. Jigsaw, circle times...)	Team work to present the project, analyse feedback and re-design	Team work to re-design	Team work to disseminate results Self-assessment Peer-to-peer assessment

							
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Overview of reflection and assessment	<ol style="list-style-type: none"> 1. Self-assessment 2. Peer-assessment 3. Teacher assessment <ul style="list-style-type: none"> • What: process and product • Who: group and individual work 	<ol style="list-style-type: none"> 1. Self-assessment 2. Peer-assessment 3. Teacher assessment <ul style="list-style-type: none"> • What: process and product • Who: group and individual work 		<ol style="list-style-type: none"> 1. Observation and reflection 2. Self and peer evaluation 3. Peer feedback 	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"> 1. Peer evaluation within groups 2. Teacher evaluates the contribution each one has given to the work and on the work as whole
Reflection (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"> 1. Record feedback 	<ol style="list-style-type: none"> 1. Observe, 2. Record 3. Share reflections 	Record observations	Record observations	Record observations	Record observations	Record their observations

							
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Assessment (type, instruments)	<p>Teacher:</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>Teacher:</p> <p>Assesses the work of each student and team according to the identified resources, in terms of relevance, efficacy and breadth</p> <p>Students:</p> <p>Peer feedback</p>	<p>Teacher:</p> <p>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.</p> <p>Assesses how students take part in the discussion, recognize relationships between their findings and analyse them.</p> <p>Individual participation in the creation of the mind map.</p>	<p>Teacher:</p> <p>Assesses how students 'prepare the class', take part in the discussion and perform lab work.</p> <p>Students:</p> <p>Peer feedback as the work progresses</p>	<p>Teacher:</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>Students:</p> <p>Self-assessment</p> <p>Peer feedback: after the prototype, each</p>	<p>Teacher:</p> <p>Assesses the work of team students to re-design the project.</p> <p>Students:</p> <p>Peer feedback</p> <p>Self-assessment</p>	<p>Teacher:</p> <p><u>Assesses:</u></p> <p>Students' multimedia editing skills,</p> <p>Students' collaboration on the project,</p> <p>Students' ability to document, communicate and summarize learning processes and present prototypes and results to others</p> <p>Students:</p> <p>Peer feedback and</p> <p>Self-assessment</p>

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Students:

Peer feedback

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

has to evaluate the product on two levels:

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

Resources:

- CO-LAB Guidelines for assessing collaborative learning in the classroom, Valente: http://colab.eun.org/c/document_library/get_file?uuid=6481260d-0e05-41a0-ac8f-535e4b5c5536&groupId=5897016
- How can I assess group work? Cornell Mellon University: www.cmu.edu/teaching/designteach/design/instructionalstrategies/groupprojects/assess.html

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