





Scenario Title: Collaborative work-Towards a healthy school/city (CCL, Europe)

Scenario Overview

Successfully organising productive collaboration between students in which each person contributes according to their strengths is a challenge and an approach that may be unfamiliar in many schools. This scenario is designed to develop students' skills as members of collaborative teams and to understand and practise the different roles in them: Team Leader – planning the activities and helping each team member complete their work, Team Reporter – reporting on the team's progress and individual progress, Organiser – organising the online tools, meetings and webinar, Lead Researcher – leading most of the research.

The competence development takes place through a cross-disciplinary activity based around the biology curriculum: the healthy city or healthy school, a controversial issue which young people are interested in and can identify with, and which fits within the curriculum. There is flexibility to ensure that other important topics are not squeezed out by this activity. Depending on students' age and curriculum needs, topics covered can include physical activity, well-being, healthy eating, healthy travel, pollution and air quality, designing buildings for health, improving the physical and social environment, not to mention survey design and data analysis, marketing and communication. The scenario is suitable for a more extended collaborative project, involving other schools as an eTwinning project.

Learning	dream Free thinking,	explore Looking for and	map Structuring	make Developing or	ask Interviewing/	re-make Revising	show Performing and
Activities	sharing ideas	finding content	thoughts	practising	Feedback	The vising	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 develop collaborative competences	To develop students' team-working and interpersonal skills	To work in a team To design a survey and interview	To develop digital competences with video and safe practices - data	To analyse data from a range of sources	To redraft work cooperatively To keep to	To make presentations To contribute to a









Learning	dream	explore	map	make	ask	re-make	show
Activities	Free thinking, sharing ideas	Looking for and finding content	Structuring thoughts	Developing or practising	Interviewing/ Feedback	Revising	Performing and presenting
	roles in group working To imagine a healthier city or school	learn (and other digital age skills) To research the topic and identify interviewees		To work independently and be responsible for one's learning		make decisions as a group	To evaluate the group's work and individual contributions To plan next steps
Description (of each learning activity)	Students form teams and allocate roles (see below); They watch a 'provocative' stimulus video selected by the teacher showing unhealthy lifestyles and environments Teacher provides students with a challenge to design blueprint for a healthier school/city	Lead Researcher identifies people who have strong / informed views on the issue they are researching, e.g. a doctor, someone from a hospital, a parent who works in the area, a university expert, specialists Students research relevant information (internet, books, articles, etc.) Team Leader posts a list of potential	Lead Researcher shares findings with the group who add their suggestions The group formulate questions to ask schoolmates and others (experts, family), partner schools abroad. They produce an online survey Devise an online debate or poll based on the survey and	Team Leader negotiates with each team member further work, including recording interviews with experts / advocates Publicise the online survey Organiser arranges a meeting outside the lesson / school to plan how they are going to contact the people they have identified. S/he	Students review notes from interviews and survey responses. They draft findings and ask for feedback from another group / the teacher	Students do further research including emailing experts and famous people, to get their opinions and suggestions on the topic. They consolidate responses from survey and interviews and produce a final product (presentation, TV programme, report) outlining steps towards a	The group_present suggestions for a healthier school/city to students, teachers, municipality / minister and parents Information collected is used to plan a webinar or online debate which they deliver to the other students in the school The other students who participate in the webinar are









Learning Activities	dream Free thinking, sharing ideas Groups brainstorm	Looking for and finding content interviewees and	Structuring thoughts interview results,	Developing or practising finds suitable	Interviewing/ Feedback	re-make Revising healthy school or	Performing and presenting able to vote on the
	ideas, issues and solutions	their profiles on the project shared working space, blog or diary	to collect opinions or support a position	locations e.g. a local community centre, and checks for availability. S/he sends the others details of the meeting		city	issue being discussed, and the results of this are put into a final report
Learning Environment/s (the physical or virtual setting(s) in which learning takes place)	Classroom. Collaborative learning involves changing the physical learning space. Learning platform	Classroom / open space in school / home: place of students' choosing, e.g. a café, museum	Classroom/home Internet, skype, Moodle	Classroom/home Internet, Skype, Moodle	Classroom/home	Classroom/home Internet, Skype, Moodle, social media	in the school, public space Online
Digital Technologies and Tools	Tablets and smartphones – ensure activity is more efficient and effective with them, especially as regards supporting collaboration.	Cobiss http://www.cobiss .si/cobiss eng.html Social media platforms and Cloud services to encourage collaboration and	Free to use online survey builder (eg Quick survey), Tricider, Sticky Moose, Socrative Documents shared online before meetings	Blogger, Glogster (free online tool) Skype Healthy living tools, e.g. activity trackers, diet monitors, air			Presentation with data projector, smartboard Webinar plus Padlet Polling tools eg www.menti.com, http://www.flubar









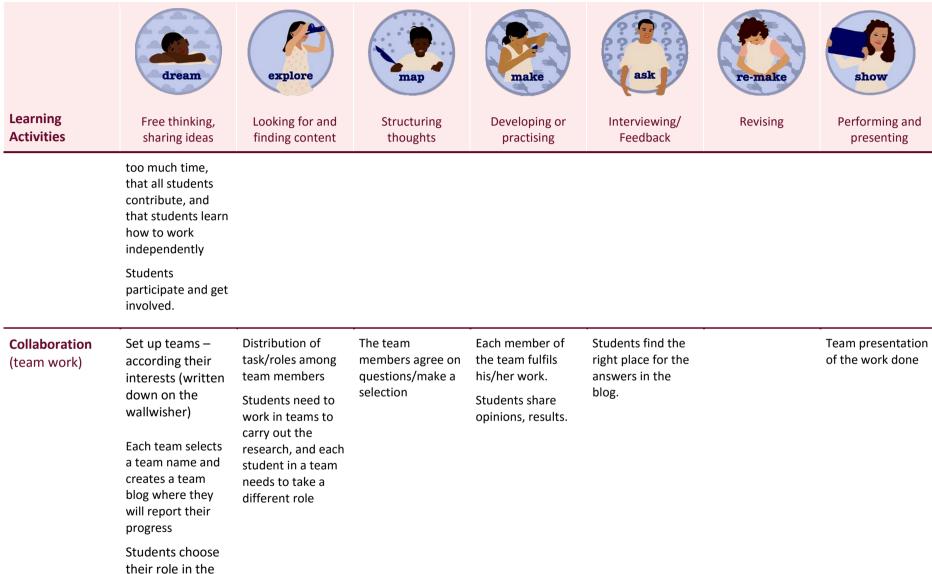
Learning Activities	dream Free thinking, sharing ideas	Looking for and finding content	Structuring thoughts	make Developing or practising	Interviewing/ Feedback	re-make Revising	Performing and presenting
	Could it be done without tablets? Data projector Wallwisher http://www.wall wisher.com, pencil and paper, Post-Its, Padlet https://en- gb.padlet.com	joint knowledge creation – see http://net.educaus e.edu/ir/library/pd f/ELI7092.pdf Online calendar and other tools to plan and schedule, organise workflow, and set individual learning goals.	eTwinning tools	quality and noise sensors			oo.com, http://allourideas. com
Roles (teacher, students, parents, experts, etc.)	Teacher animates, coaches, is online tutor/ mentor The role here is very different from traditional role, requiring teachers to rethink their management and teaching techniques. S/he ensures the project does not take up	Teacher observes and advises, intervening when necessary Students work on their tasks. In meetings students play different roles, and learn to listen, negotiate, persuade etc.	Teacher observes and advises, intervening when necessary Students work on their tasks. Peer learning and peer support between students to help each other	Teacher observes and advises, intervening when necessary Students work on their tasks, e.g. writing and sharing blogs Experts, other students, parents, politicians etc. give their views	Teacher observes and advises, intervening when necessary, liaises with experts if necessary Students prepare ask questions, record responses	Teacher observes and advises, intervening when necessary Students rework their artefacts and prepare final product	Teacher observes and assesses the work done by the group and by individuals Students present their work, answer questions











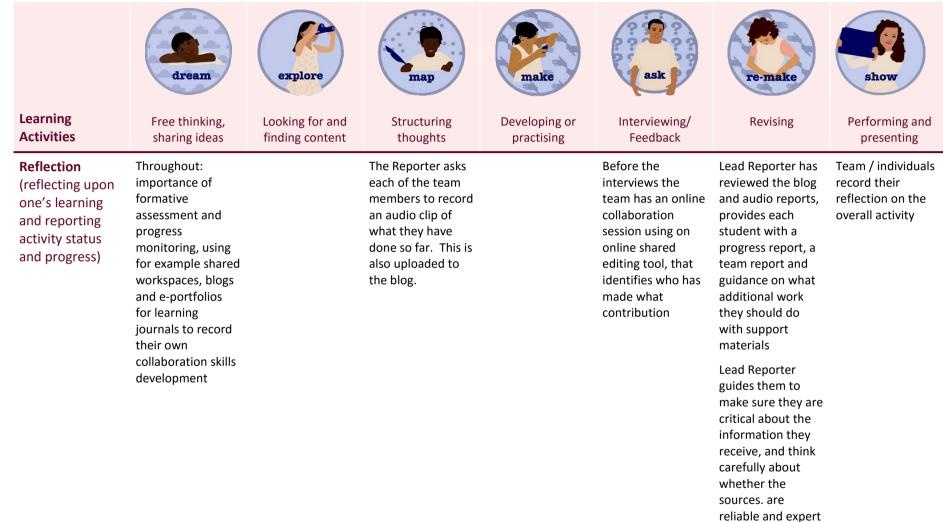




team















Learning Activities	dream Free thinking, sharing ideas	Looking for and finding content	Structuring thoughts	Developing or practising	Interviewing/ Feedback	re-make Revising	Performing and presenting
Assessment (type, instruments)	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

Resources:

- Belbin team roles: www.belbin.com/about/belbin-team-roles/
- Promoting and managing effective collaborative group work, Belfast 2014:
 www.belb.org.uk/Downloads/i epd promoting and managing collaborative group work may14.pdf
- Guidelines for assessing collaborative learning in the classroom: http://colab.eun.org/assessment-guidelines;jsessionid=37B89A41136F1F295A8E9C52B05F0BE6
- Useful videos for teachers on collaboration: http://colab.eun.org/videos
- Further reading and research: http://colab.eun.org/research
- A healthy city, World Health Organisation: www.who.int/healthy_settings/types/cities/en

This scenario was originally developed within the <u>Creative Classrooms Lab</u> project, and has been edited for the purposes of the <u>Co-Lab</u> project. CO-LAB (December 2015 – January 2018) is coordinated by <u>European Schoolnet</u> (a network of 31 Ministries of Education aimed at bringing innovation in teaching and learning to key stakeholders within the education community), and funded by the European Commission's Erasmus+ Programme.

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The work presented in this document is supported by the European Commission's Erasmus+ programme – project Collaborative Education Lab (Grant Agreement 2015 – 3068 / 001 - 001). The content of this document is the sole responsibility of the consortium members and it does not represent the opinion of the European Commission and the Commission is not responsible for any use that might be made of information contained herein.