















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 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 develop collaborative competences To learn about and apply the different	To develop students' team-working and interpersonal skills and learning to	To work in a team To design a survey and interview	To develop digital competences with video and safe practices - data protection, privacy	To analyse data from a range of sources To learn to give and take criticism	To redraft work cooperatively To keep to deadlines and	To make presentations To contribute to a group output

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>Description (of each learning activity)</p>	<p>roles in group working</p> <p>To imagine a healthier city or school</p> <p>Students form teams and allocate roles (see below);</p> <p>They watch a 'provocative' stimulus video selected by the teacher showing unhealthy lifestyles and environments</p> <p>Teacher provides students with a challenge to design blueprint for a healthier school/city</p>	<p>learn (and other digital age skills)</p> <p>To research the topic and identify interviewees</p> <p>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</p> <p>Students research relevant information (internet, books, articles, etc.)</p> <p>Team Leader posts a list of potential</p>	<p>To work independently and be responsible for one's learning</p> <p>Lead Researcher shares findings with the group who add their suggestions</p> <p>The group formulate questions to ask schoolmates and others (experts, family...), partner schools abroad.</p> <p>They produce an online survey</p> <p>Devise an online debate or poll based on the survey and</p>	<p>make decisions as a group</p> <p>To evaluate the group's work and individual contributions</p> <p>To plan next steps</p> <p>Team Leader negotiates with each team member further work, including recording interviews with experts / advocates</p> <p>Publicise the online survey</p> <p>Organiser arranges a meeting outside the lesson / school to plan how they are going to contact the people they have identified. S/he</p>	<p>Students review notes from interviews and survey responses.</p> <p>They draft findings and ask for feedback from another group / the teacher</p>	<p>Students do further research including emailing experts and famous people, to get their opinions and suggestions on the topic.</p> <p>They consolidate responses from survey and interviews and produce a final product (presentation, TV programme, report) outlining steps towards a</p>	<p>The group present suggestions for a healthier school/city to students, teachers, municipality / minister and parents</p> <p>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</p>

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Learning Environment/s (the physical or virtual setting(s) in which learning takes place)	Groups brainstorm ideas, issues and solutions Classroom. Collaborative learning involves changing the physical learning space. Learning platform	interviewees and their profiles on the project shared working space, blog or diary Classroom / open space in school / home: place of students' choosing, e.g. a café, museum	interview results, to collect opinions or support a position Classroom/home Internet, skype, Moodle	finds suitable locations e.g. a local community centre, and checks for availability. S/he sends the others details of the meeting Classroom/home Internet, Skype, Moodle	healthy school or city Classroom/home Internet, Skype, Moodle, social media	able to vote on the issue being discussed, and the results of this are put into a final report Classroom/home Internet, Skype, Moodle, social media	able to vote on the issue being discussed, and the results of this are put into a final report 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








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<p>Roles (teacher, students, parents, experts, etc.)</p>	<p>Could it be done without tablets? Data projector Wallwisher http://www.wallwisher.com, pencil and paper, Post-Its, Padlet https://en-gb.padlet.com</p>	<p>joint knowledge creation – see 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>	<p>eTwinning tools</p>	<p>quality and noise sensors</p>	<p>oo.com, http://allourideas.com</p>		
	<p>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</p>	<p>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.</p>	<p>Teacher observes and advises, intervening when necessary Students work on their tasks. Peer learning and peer support between students to help each other</p>	<p>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</p>	<p>Teacher observes and advises, intervening when necessary, liaises with experts if necessary Students prepare ask questions, record responses</p>	<p>Teacher observes and advises, intervening when necessary Students rework their artefacts and prepare final product</p>	<p>Teacher observes and assesses the work done by the group and by individuals Students present their work, answer questions</p>








							
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too much time, that all students contribute, and that students learn how to work independently

Students participate and get involved.

Collaboration (team work)	<p>Set up teams – according their interests (written down on the wallwisher)</p> <p>Each team selects a team name and creates a team blog where they will report their progress</p> <p>Students choose their role in the team</p>	<p>Distribution of task/roles among team members</p> <p>Students need to work in teams to carry out the research, and each student in a team needs to take a different role</p>	<p>The team members agree on questions/make a selection</p>	<p>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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Reflection (reflecting upon one's learning and reporting activity status and progress)	Throughout: importance of formative assessment and progress monitoring, using for example shared workspaces, blogs and e-portfolios for learning journals to record 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 critical about the information they receive, and think carefully about whether the sources are reliable and expert	Team / individuals record their reflection on the overall activity

							
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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

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