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| **Scenario Title: Personalisation (topic:** Romans**)** | History lessons for year 7 pupils aged 11 and 12 in their first term at the school.  Context: they receive two, one hour long lessons a week. | | **Participant names:** Lisa Cowell | I am the Director of Learning and Teaching, Assistant Headteacher and lead the iPad project within school | | **Countries:** UK | Penwortham Priory Academy, Lancashire, England. |
| **Time (in no. of lessons)** | 10% - 1 lesson / Tues 5th Nov | 30% - 3 lessons – Weds 6th Nov, Tues and Weds 12th&13th Nov | | 50% - 5 lessons - Tues and Weds 19th & 20th Nov, Tues and Weds 26th & 27th Nov, Tues 3rd December | | | 10% - 1 lesson Weds 4th December |
| **Activities** | **Dream** | **Explore** | **Map** | **Make** | **Ask** | **Re-make** | **Show** |
| **Description of what each activity entails** | * Understanding the profile of the individual – this is a nurture class who require support with English and Maths skills. * Teacher presents the design brief and suggested success criteria – pupils are to design a presentation about an aspect of Roman life. The ‘presentation’ can take any form but must include some digital content. History national curriculum levels and self-assessment rubrics will be used. * Students negotiate the success criteria – discuss the possible outcomes, what do they understand by ‘presentation’. They may need to be introduced to some apps, etc. Ultimately, I’d like them to research roman food and dining, the Roman Army, Roman religion and Roman entertainment and make a Museum like exhibition / installation that includes their digital presentations. * Use of data and understanding of students to inform the grouping of students – having taught the class for half a term, I am aware of their abilities and will create four groups * Big question for each group:   1- Why was the Roman Army so successful?  2-How did Romans entertain themselves?  3- How and why did the food that Romans ate change over time?  4-What was Roman dining like?  Religion may be an aspect introduced to all but not explicitly researched by one group. | * Data collecting – pupil research useful sources of information in school and at home * Research – teacher provides some of the information needed. To personalize this, I will create folders in the app Showbie * Understanding how to research effectively – what is a good historical source of evidence? * How to ask good questions - * Help students evaluate the info * Brain storming - * Google * Self-discovery * Curiosity | * Mind mapping – initial way of deciding what needs to be developed * Graphic organisers (chosen by students with direction by teachers) * Charts/data * Compare and contrast | * All team members to have a personal role – small groups of 3 or 4 working on particular topic * Drafting and redrafting – set a date for the draft product / presentation to be in * Make the prototype – whatever they have chosen to do. See ‘digital technologies’ section for the apps I will be guiding pupils to use. | Workshop to present prototype and thinking to  a)other groups -  b)expert advisors – may be able to take group to Ribchester (Roman museum)  c)teachers – show head of Humanities  Feedback | Reflect on feedback – pupils write own assessment of the needs to make the project better.  Agree on changes in the group  Some tuition on what makes effective and useful feedback  Refine the product | Public exhibition of digital product – after this, begin planning for museum display to incorporate all the presentations by the Tuesday 17th and Weds 18th December.  Online exhibition of learning journey/process and end result  e.g.  make a film  blog  publish book  website  learning journal for whole project |
| **Assessment (type, instruments, ...) Reflection (reflecting upon one’s learning and reporting activity status and progress)** | * Communicate to the class how the project will be assessed – using Humanities levels * Use of a taxonomy to help visualise the learning gained throughout the project e.g. Solo taxonomy or Anderson’s revised taxonomy – we use ‘Anderson’s revised’. I will introduce the stages and the trigger words to the pupils which is not something I’ve shared before. However, the success criteria for each lesson will be centred around these. * Outcomes/success criteria negotiated – these are likely to need elevation by the teacher as the pupils are working at a lower level than they should be * Students/groups may enter the project at different points – this is imperative as the group may change slightly following set adjustments. * Target setting by students/groups in negotiation with teacher (may be different entry/exit points) – pupils will be provided with and guided through the assessment and target information | Self assessment and peer assessment –  Pupils will be provided with assessment tools. These have been placed as read only word documents in the ‘paperless classroom’ app Showbie which will be used extensively in the project. | Teacher assess progress, skills and competencies so far – As well as assessing and documenting Humanities skills, I will document what pupils have achieved in terms of their iPad competency  Students involved in self assessment and peer feedback plus response time – Showbie will be used ectensively to provide personalized feedback.  Groups decide on final product/outcome to be produced – group decision making but personalized aspects of this. Pupils can upload this information to Showbie  Teachers approve final ideas – personalized feedback and targets can be given to pupils at this point. | Self assessment – pupils to use what went well (www) and even better if (ebi) comments to their project folders / records | Feedback from presentations – this could be recorded in a variety of ways.  Reflection on feedback  Implications for phase 2 - pupils to use what went well (www) and even better if (ebi) comments to their project folders / records | Check that project still meets the brief – can’t imagine that this will be an issue.  Personal assessment from advisors – teachers can access Showbie to give personalized feedback  Final changes needed  Teacher does final assessment of end product and process – graded and leveled. | Build feedback loop into information published – pupils will need to devise this.  Review progress against start points and targets – pupils will evaluate project via a written evaluation |

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| **Teaming and collaboration, Individual work, Personalisation** | Grouping by similar starting points  May work at different speeds  Different resources may be available for different students  Could even be a different topic for different groups (different big question) depending on needs- I have organized the groups according to ability based on baseline test data from their History and English lessons. Each group will be 3 or 4 pupils, will have a different ‘big question’ to work on and have resources provided tailored to their question. | Research within teams  Share with other groups and questions question findings – small team work throughout lessons and feedback new learning at the end of sessions. | Teams to critique each others work and explain their chosen method – show and tell using Apple TV | See box 1 – pupils will need guidance to ‘knit together’ their personal aspects of their group projects. | All to present prototypes  Everyone has a role  Everyone shares their involvement – to enable planning of presentations pupils will be guided in class and can communicate via FaceTime , iMessage and email at home. | Personal roles – pupils guided as to their personal aspects and improvements to their projects. | Covered above – pupils will need guidance on how to bring together all the projects under the umbrella of a display about the Romans. |
| **Digital technologies (hardware, software, web 2.0 tools and services, ...)** | 1:1 access to hardware is vital  Team up and reflex examples  Google sites for eportfolios and learning journey  TACKK for blogging  The majority of the group have an iPad on the 1:1 scheme and these are taken home so work can continue out of class. I shall be using Showbie a great deal and also intend to use and introduce; Safari, Google, Pic Collage, Pages, KeyNote, Spreaker, iMovie, iMessage, Camera, Book Creator. Popplet Lite, Reminders. | Semantic 3.0 web  Google  Somewhere to record findings  Evernote  Pupils are likely to use paper and pen or video for this stage because their writing skills are poor and will slow the brainstorming process down.  Pupils will be introduced to Evernote or other recording tools to get their ideas in one place. | Mind mapping (e.g. Mindjet)  Spreadsheets  Charts/graphs (google forms?)  Graphic organisers (could be PDFs to support)  Likely to use Popplet Lite, Book Creator, Notes, Pages and Showbie to store and gather information. | Will depend on the product but examples include:   * camera to record progress * learning wall/VCOP wall (will explain what these are) * Simple tools such as Browser, Encyclopaedia, dictionary, thesaurus, etc. * Blog to record thoughts/decisions   This will very much depend on the approach pupils wish to use and this will be discussed in the first lesson. | Presentation tools  Multimedia e.g. video recording, audio recording  Online conferencing to discuss with experts  Online polls/surveys  To be decided but pupils can video conference / FaceTime, email, give access to Showbie, take their iPad to outside agencies for comment on their product to date. | Dependent on products  Similar tools to ‘make’.  Microphone/camera/skitch to record/annotate decisions and compare original with final - This will very much depend on the approach pupils wish to use and this will be discussed in the first lesson. | Web based tools  Eportfolio - Showbie  Digital camera or video  Pupils will present their work. I may look to have the digital products shared in a variety of forums for and with the pupils. |
| **Learning Environment(s) (the physical or virtual setting(s) in which learning takes place)** | As flexible as possible (home, hospital, school, outdoors, etc.)  VLE able to offer personal learning journey and info about individuals in class – iPad use is entirely flexible and mobile. Whatever, whenever, wherever. | Flexible, depends on the problem  Different solutions possible – classroom and home | Classroom - classroom and home | Linked to the product - classroom and home | School  Video conference/skype – classroom, home and visit to local museum | Linked to the product - classroom and home | School or special (relevant) location – dependent upon the outcomes, either an in school event or if at all possible and the products are worthy, an external exhibition |
| **Roles (teacher, students, parents, experts, etc.)** | Teacher as facilitator and initial ideas/design brief  Students as consumers and influencers  Parents as supporters and supervisors  Experts as creators of intelligent tools (maybe even present brief), check what is practical/possible, role models, judges – Teacher as iPad consultant, other than that facilitator and guide. | Students as researchers  Teachers as guide  Parents for home activity – I could email /contact parents to enlist support. | Students as analysts/critics  Teacher as guide | Students as creators  Individual roles within group  Teacher as guide  Experts as advisors | Parents as experts/advisors  Students as presenters – also enlist the help of museum curators if possible. | Students as producers  Teacher as assessor – also head of Humanities | Students as experts |