

# Triseum Pilot: Future Classroom Scenario

Title of the scenario:

One-sided limits

Names of author(s)

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## Relevant Trend/s

Write the trend(s) or trends the Scenario is intended to respond to.

e.g. <http://www.allourideas.org/trendiez/results>

- **Game-based learning & Gamification:** learning is mixed with games or with game mechanisms.
- **Edutainment:** playful learning. Learning while having fun.
- **Visual Search & Learning:** images and multimedia are more powerful than verbal stimuli.
- **Collaborative learning:** a strong focus on group work.

## Learning Objectives and Assessment

What are the main objectives? What skills will the learner develop and demonstrate within the scenario? (e.g. 21<sup>st</sup> Century Skills). How will the progress in achievement be assessed, ensuring the learner has access to information on their progress so they can improve?

The main objective: Explore the concept of the game Variant: Limits.

Learning skills: creative thinking, critical thinking, collaboration.

Literacy skills: technology literacy.

Life skills: flexibility, social skills, initiative.

Assessment: the focus of assessments is shifting from “what you know” to “what you can do”.  
Teacher will be observe students’ progress in puzzles.

## Learner’s Role

What sort of activities will the learner be involved in?

- Practicing theory
- Playing game

## Tools and Resources

What resources, particularly technologies, will be required?

Variant: Limits game. <https://triseum.com/varian-limits/>

## Learning space

Where will the learning take place e.g. school classroom, local library, museum, outdoors, in an online space?

School classroom, home online space.

## Future Classroom Scenario Narrative

Describe the main ideas of the scenario.

### 1. Engaging students in the learning process through presentation the game trailer. Students attention and motivation are the most important thing in the active learning.

The lesson will start with dividing students into groups of two (students will work in pairs). Each pair will receive 4 different graphs (worksheet 1, inside Learning Activity). They will analyse which function has a value and limit at point. After that, they will fill in a rubrics (worksheet 2). When teacher will be sure that all students understand this concept, the game trailer will be shown.

Next, students will analyse different graphs from game puzzles-zone 1. They will work in groups of 3 to 4 students with screenshots of the Game puzzles: G1Z1P1.1, G1Z1P1.2, G1Z1P1.1,4 ,G1Z1P1.3, G1Z1P2.1, G1Z1P12.2, G1Z1P4.1 ,G1Z1 P4.1.

### 2. Exploration - students explore the game working in small groups.

Students will start to play the first puzzles of Variant:Limits game. They will work with instructions about how to create an account and how to start using the Variant:Limits game. The teacher will observe how pairs handle new situation and provide support.

### 3. Elaboration - students use prior knowledge and add information together.

Students will work in small groups. They will create a mind map with new issues, vocabulary and topics. If it will possible, they can do it using tablets, netbooks or their own devices. Each group will be have possibility to present final work.

### 4. Evaluation - students will invite to self-assessment.

Students will look at the definition of the limit at point. They will discuss if this definition more meaning for them now. They will assess their understanding on a scale of 1-5 points. They will be also asked how they feel about game-based learning. Finally, they will be asked what was the main challenge during playing the game and how easy was it for them .

## Learning Activities

Link to the Learning Activities created with Learning Designer (<http://learningdesigner.org>)

<https://v.gd/1ziEQw>

*This Future Classroom Scenario has been developed as part of the Triseum Pilot project. Find more Future Classroom Scenarios in the Future Classroom Lab website (<http://fcl.eun.org/directory>) and learn how to create your own scenarios by using the Future Classroom Toolkit (<http://fcl.eun.org/toolkit>).*



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