



Pan-European policy experimentations with tablets
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SUMMARY LEARNING STORY: SCHOOL-TO-SCHOOL COLLABORATION

In designing the Policy Maker Scenario, the aim of policy makers in Belgium and the Czech Republic was to exploit the two key advantages of tablets: mobility and multimedia. The two benefits have been combined in a project about remembrance education (in this case, World War 1) which provides many opportunities to exploit the unique advantages of tablets. At the same time collaboration between schools can improve different skills and competences such as team work, cultural competences, language learning, etc.

POLICY-MAKERS SUGGESTED THIS POSSIBLE NARRATIVE:

Monday: Lasse, Lukas, Ranya and their fellow pupils have to create a speaking avatar in English of themselves using the Morfo app where they put in their own recording about who they are, where they live, what their hobbies are and how old they are. At the end of the lesson students publish their speaking avatar to twinspace. Later on they look at the avatars from the partner school.

Wednesday morning: Lasse, Lukas, Ranya are one group and they have to go out and to find (at least 5) different visible traces of WWI in the local community, city. They have to take pictures of traces they find: these can be monuments, names of streets and squares, cemeteries, museum or heritage objects, ... They have to take a picture of it and write some basic information about it.

Wednesday afternoon as homework assignment students have to look for traces and stories of WW1 in their own family history and document this in a basic way. Or someone in local community if there is no one in personal history.

Thursday: Publish pictures and a short summary report on a blog (twinspace?).

The next week the students compare the traces they found with the ones from the partner schools. There is a group discussion led by the teachers on the topic (to be developed).

Lukas' teacher and the one of his partner school to have VC to have a discussion with the other class. They have to prepare 3 questions which were sent in advance and give answers during the VC. They have finalized the VC with 1 common lesson learnt: a motto or message for future generations.

The [Learning Story](#) turns the scenario in a series of possible steps.



Dream

In the Dream sequence, students work together, and early on with students in their partner school, to formulate ideas for a topic on remembrance, learning from the past, with guidance from the teacher.



Explore

In the Explore phase, students decide how to collaborate and then work alone and in groups to research the topic using their tablets to gather and record information from a range of sources, including interviews with older people, observations of traces of World War 1 (monuments and street names etc.) spotted while out of the classroom.



Map

Collaboration between the schools come to the forefront in the Mapping phase, where students share their discoveries and evaluate which are most important / useful to use in the Making stage. An important part of Mapping is a conference between groups in different school to do this and plan the end product (e.g. a video, a book, a multi-media album).



Make

In Making, students use a shared digital environment to upload materials and resources, and jointly to begin co-creating the end product, peer-reviewing work as it is created.



Ask

The Ask step marks a pause in the development of end products while students reflect on work in progress, and obtain feedback on its strengths and weaknesses from experts, family and others.



Re-make

This feedback is then exploited in the Remake phase when the end products are further developed and improved, using a variety of tools, with the emphasis on collaboration between the schools.



Show

Finally, the Show session is an opportunity for students, ideally from both schools (one taking part remotely), to develop their communication competence by presenting the results of their work to a real audience. At the same time there are opportunities for assessing the progress of students as a group and as individuals, including their contribution to the collective product, and for students to reflect on the learning gains and the strategies they used to learn.

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