







| GENERAL INFORMATION | |
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| Module | ***Module 2: THINKER Framework - authentic learning principles and practical guide*** |
| Unit | 2.2:*Authentic learning in informatics education* |
| Target Group | Upper Primary/ Lower Secondary Education Teachers/Trainers |
| Duration | 90 minutes |
| Prerequisites | Learners should have completed Unit 2.1 |
| ECTS | 0,06 |

| LEARNING OUTCOMES | |
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| 1 | Analyse, criticize and assess the effectiveness of authentic learning tasks by analysing outcomes and feedback from case studies in primary Informatics classrooms |
| 2 | Develop and refine an authentic learning lesson plan using at least 3 elements of the authentic learning model |

| TEACHING METHODS (select all that apply) | | | | |
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| √ | Learning by doing |  | Peer learning |
|  | Project-based learning | √ | Hands-on learning |
| √ | Active learning strategies | √ | Collaborative learning |
|  | Blended learning |  |  |

| LEARNING MATERIAL | |
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| Required material | A computer, a projection screen and access to the internet.  Handouts for Activity 2  Large paper post its for each group working on activity 3  Pens, markers, highlighters, paper For online sessions, groups can write in a whiteboard online, some options: - [miro](https://miro.com/online-whiteboard/)  - [canva](https://www.canva.com/online-whiteboard/) |
| Additional resources | / |

| UNIT CONTENT | |
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| Introduction | A short overview of the topic and context of the lesson. Explain why the topic is important and how it relates to prior knowledge. |
| Activities | 1. Icebreaker Memory Game (10 minutes) Slide 6:   * Split into small groups and give each group a sheet of paper. Then start a timer for 2 minutes and challenge them to write down as many of the 9 authentic learning elements they can remember. The first team to complete is the winner of Round 1. * Round 2: The next challenge is to remember, or come up with examples for each element related to informatics. The first to complete all 9 wins round 2. * Optional: To add a fun gamification element, bring a ding bell and ask the groups to finish to race to ring the bell!   **Outcome**: Remind learners what they learned in Unit 2.1 in a fun collaborative manner. |
| 2. Identifying Authentic Learning in Case Studies Round Robin (50 min) Slides 7-13:   * Ask learners to get into groups of 3 or 4. Hand out copies of the selected 5 lesson examples developed in WP2. ([LINK](https://drive.google.com/file/d/1Ac-H5xenDkEoMNDu6fI_l6XLTVrzzqxP/view?usp=drive_link)) * In groups, learners will read the lesson plans, and identify the authentic learning elements that are present in the lesson plans. Use the discussion prompts on Slides 8-12. * Groups will spend 7-8 minutes on each case study and then rotate. * As a big group, use the prompts on slide 13 to review the activity.   **Outcome**: Engage learners in an exercise of identifying authentic learning elements in lesson plan design. |
| 3. Writing an Authentic Learning Informatics Activity (30 min) Slide 14:   * Ask participants to share the general topic they want to write a lesson plan for. Learners can either work individually, or group up according to their shared topic. Learners who did not come prepared with a topic they want to write a lesson plan for, can make a group together and decide on a topic they want to explore as a group. (no more than 3 per group to ensure good communication and collaboration). Participants can use the lesson plan template from the THINKER project. * In their groups, ask groups to come up the following mandatory elements of authentic learning for their informatics lesson plan activity: * Authentic context * Authentic Task * The lesson plan must also incorporate at least 3 other elements from the authentic learning model.   **Outcome**: A practical exercise where learners get to apply the knowledge they gained in authentic learning in their own lesson plans on informatics education. |
| 4. Review **and Reflect** (5 min)  * Guide learners through the reflection prompts on slide 15. If there is time, engage learners in a whole group discussion.   **Outcome:** Learners reflect on the unit activities and materials, review what they learned. |
| Assessment | Unit assessment is performed within Activity 4. |

| KEY TAKEAWAYS | |
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| Reflection and Conclusion | Learners will reflect on what they learned during this unit during Activity 4: Review and Reflect. |
| Homework/ Additional Tasks | / |