







| GENERAL INFORMATION | |
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| Module | ***Module 8: Workshop: co-design and evaluate learning scenarios for lower secondary informatics teaching and assessment, based on the THINKER framework*** |
| Unit | *8.3***:** *Groupworking phase - developing learning* |
| Target Group | Upper primary/lower secondary education teachers/trainers |
| Duration | 270 minutes (personal studying time included) |
| Prerequisites | / |
| ECTS | 0,172 |

| LEARNING OUTCOMES | |
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| 1 | Develop clear and meaningful learning scenarios that align with the project’s and curriculum objectives. |
| 2 | Incorporate differentiation and inclusion strategies to accommodate diverse learners within learning scenarios. |

| 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 | PowerPoint presentation |
| 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.Stages of group development (10 min) Slide 5:   * At the beginning, the trainer will help the participants to form groups, in order to work effectively. * The trainer will introduce the 5 stages of group development to the team, in order to help them group and proceed effectively.   **Outcome**: Learners understand the stages of forming a group for more effective results. |
| Activity 2: Form **the** Group (30 min) Slide 6:   1. Hand out random cards with different roles written on them (roles included in the speaker notes) or assign roles in another way. 2. The number of cards should match the number of participants in each group you want to form (e.g., for groups of 5, prepare 5 different role cards and repeat them for each group). 3. Ask participants to find others with complementary roles to form a complete group. 4. Once groups are formed, explain the significance of each role in group work. 5. Ask each participant to briefly introduce themselves and discuss how they feel about the role they've been assigned and how they envision contributing to the group. 6. Each group should make an action plan in order to develop a learning scenario. 7. Additionally, at the end, the groups can show their plans, or the facilitator can discuss within each group and guide them.   **Outcome:** Participants experience the stages of forming a group and roles assignment. |
| **Activity** 3: Key components of effective learning scenarios (45 min) Slides 7-10  The trainer begins by explaining the elements of an effective learning scenario: clear objectives, alignment with the curriculum, students’ engagement, adaptability.  Then, the trainer explains the Bloom’s Taxonomy Framework and how it helps to create clear learning objectives. Showing the picture and giving examples for better understanding.  Continues with explaining the alignment with the curriculum. At the end can connect the module with modules 1 and 2, which referred to authentic learning with practical examples.  Moving forward to students’ engagement and active participation (also connected with authentic learning). Showing and explaining the diagram, then can foster discussion (5 minutes) with teachers to ask their opinion on them and how they foster students’ engagement.  Finally, the trainer explains what adaptability means for a lesson plan, and how they can enhance it. Showing the diagram and then facilitating a discussion about it with the participants (5 minutes).  **Outcome**: Explaining the elements of an effective learning scenario. |
| Assessment | / |

| KEY TAKEAWAYS | |
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| Reflection and Conclusion |  |
| Homework/ Additional Tasks |  |