







| 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 | *8.5: Self-reflection, project presentation and closing event* |
| Target Group | Upper primary/lower secondary education teachers/trainers |
| Duration | 270 minutes (personal studying time included) |
| Prerequisites | Any prior knowledge or skills students should have. |
| 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 slides * Template for learning scenarios ([LINK](https://docs.google.com/document/d/1sCWBeW8Tb9vtu96dF3N5OG_06tuew9iJ/edit#heading=h.gjdgxs)) |
| 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 | Activity 1: Development of a learning scenario (slide 4)  Indicative time: 50 minutes  The participants will be in groups (according to activity 2), and each group needs to choose a topic (relevant to the project) for their lesson plan.  Then the trainer will explain the steps of the activity and guide them during the activity.  At the end of the activity the trainer should evaluate the lesson plans and help the groups to finalize (if needed).  **Outcome**: Learners will go through the process of the development of a learning scenario including elements mentioned in activity 3. |
| Assessment | Evaluating understanding through quizzes, discussions, and formative or summative assessments. |

| KEY TAKEAWAYS | |
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| Reflection and Conclusion | Participants will reflect on their experience developing a learning scenario from the beginning as well as on the peer review of the learning scenario of another group process. |
| Homework/ Additional Tasks | / |