

Organizing ideas for the courses/ materials the community will create together

	Thematic course 1	Thematic course 2	“Monodisciplinary item 1”	“Monodisciplinary” item2
Main theme/ name + Summary (“tweet size” 140 characters)	Writing Write about a topic	Speaking Video production	Reading Read and run	Listening Knee to Knee
What is it we want our students to learn? - key learning objectives or topics	<ul style="list-style-type: none"> - to be able to talk and write about a certain topic - to be able to collaborate 	<ul style="list-style-type: none"> - to speak and collaborate with the purpose to make a video production - to make a storyline – planning and coordinate a video production 	<ul style="list-style-type: none"> - to be able to understand the text (reading, listening, writing, speaking) - to get to know more about a topic presented - to be able to put words (understand) how they learn 	<ul style="list-style-type: none"> - to be able to describe in their own words what they see on a screen - to listen carefully and then be able to communicate what they have heard (listening and speaking comprehension)
Resources <i>The time and resources needed?</i> <i>The local classroom (context)?</i>	<ul style="list-style-type: none"> - space inside and/or outside - the activity requires several lessons to be completed - ICT (PC, laptops, or tablets) 	<ul style="list-style-type: none"> - space inside and/or outside - the activity requires several lessons to be completed - Apps: Video Maker/ Capcut/Movie Maker 	<ul style="list-style-type: none"> - space inside and/or outside - ICT (PC, laptops or tablets) 	<ul style="list-style-type: none"> - space inside (chairs to sit on) - the activity requires several lessons to be completed - projector and screen
Notes on tasks and learning types	<ul style="list-style-type: none"> - Discussion - Production - Practice - Investigation 	<ul style="list-style-type: none"> - Discussion - Production - Collaboration - Investigation - Practice - Attention - Memory 	<ul style="list-style-type: none"> - Investigation - Collaboration - Production - Discussion 	<ul style="list-style-type: none"> - Acquisition - Practice - Attention - Memory

Student products	<ul style="list-style-type: none"> - Padlet brainstorming ideas - written compositions 	<ul style="list-style-type: none"> - video 	<ul style="list-style-type: none"> - copy of the original text produced based on their memorization - Kahoot questions 	<ul style="list-style-type: none"> - using their own words to describe what they see on a screen - a recreation of a story they were described
Pedagogy (teaching methods) and points of attention.	<ul style="list-style-type: none"> - student-centred learning - game-based learning - kinaesthetic learning 	<ul style="list-style-type: none"> - using dialogue as a tool to understand each other and agree on their common product - student-centred learning - game-based learning - kinaesthetic learning 	<ul style="list-style-type: none"> - student-centred learning - game-based learning - kinaesthetic learning 	<ul style="list-style-type: none"> - student-centred learning - game-based learning - listening skills - expression skills - remembering skills
How can we know if our students actually learn anything? <i>How to support the academically weak and engage the strong?</i>	<ul style="list-style-type: none"> - assessing the texts - differentiation and individualisation can be easily applied to support the academically weak and/or the strong students 	<ul style="list-style-type: none"> - video assessment 	<ul style="list-style-type: none"> - a report 	<ul style="list-style-type: none"> - peer and teacher assessment

Teacher and student as didactic designers in 3 phases in: Thematic course 1 - Writing

The teacher's process		The student's process	
BEFORE	<ul style="list-style-type: none"> - Find an image or a number of images that are connected to the topic and upload them in the "Image reveal" app (https://www.classtools.net/reveal/). - Prepare some questions about the images. - <i>(If you do not want to create your groups randomly, you can pair the students up, or make groups).</i> - Prepare a Padlet. Dashboard Padlet 		
DURING Practice	<ul style="list-style-type: none"> - Open the Image Reveal App and ask students to call out certain numbers to reveal the image. - When the image is revealed, ask the students to discuss the image. - Ask the students what they know about the topic, what they want to know about the topic, why this topic is important, what they want to learn. - Give clear instructions about the Walk and Talk Activity. - <i>(Make random pairs or groups. Suggestion: Ask students to make a line according to their last name/their mum's name/their birthday etc.. Then assign a group number to each of them starting with the first student in the line. You can also use an app, such as https://www.randomlists.com/team-generator)</i> - Share the Padlet link with the students. 	BEFORE Introduction	<ul style="list-style-type: none"> - Call out certain numbers and try to guess the hidden image or images. - Talk about the image or images (their own ideas, answer the teacher's questions, talk about the aims). <p style="margin-top: 20px;">Walk and Talk Activity:</p> <ul style="list-style-type: none"> - Students walk in pairs or small groups in or outside the classroom for two minutes. - During the walk they should discuss their ideas and talk about what they want to write. - After the walk, they write their ideas in the prepared Padlet.

	<ul style="list-style-type: none"> - Show the students what they have written in Padlet. - Moderates the discussion. <p>Give clear instructions on what to do next:</p> <ul style="list-style-type: none"> ▪ Each pair/group has to write a text about the topic. ▪ They can choose the kind of text they would like to write (an essay, a story, a poem, an article, a comic ...). ▪ They can use different sources to help them with their writing (books, articles, internet). ▪ They should be CRITICAL when it comes to the internet sources. ▪ Point out that their writing needs to be their own work. ▪ They can write their text in a word processor or in MS Teams. ▪ They should be aware of their text's content, vocabulary, spelling, grammar, organization, and cohesion, as their writing will be evaluated on those. 		<ul style="list-style-type: none"> - Discuss everyone's ideas.
		PRACTICE Production	<ul style="list-style-type: none"> - Write the text in pairs or groups.
		AFTER Publication	<ul style="list-style-type: none"> - The texts can be exchanged between groups for a peer-to-peer assessment.
AFTER	<ul style="list-style-type: none"> - Evaluate their work and provide each pair with feedback. 		* This course can take several lessons to complete.

Teacher and student as didactic designers in 3 phases in: Thematic course 2 - Speaking

The teacher's process		The student's process	
BEFORE	<ul style="list-style-type: none"> - Prepare a topic you want your students to investigate and make a video production in. - Prepare clues for speaking (e.g., text, video, game, picture). - Prepare some questions about the clues (e.g. What's in the picture? What's the theme of the video? Find other way to see this topic?) - Give clear instructions and criteria on the task (why we are doing that, what to do, how to do it, roles within the groups, length, speaking; content, pronunciation, grammatical correctness). 		
DURING Practice	<ul style="list-style-type: none"> - Present the clues. - Divide the class in pairs or small groups (You can focus on how good they are in working together. Do you want to challenge that or focus on the story making?) - Introduce video production: <ul style="list-style-type: none"> The story: <ul style="list-style-type: none"> ▪ Make a short plan for the story (start, middle, ending – narrator models) ▪ Write a script – who is going to say what? The pictures and sound: <ul style="list-style-type: none"> ▪ Make a story board - how to “shoot it” and which sounds/music to use. ▪ How do you want it to be edited? 	BEFORE Introduction	<ul style="list-style-type: none"> - Are presented the clues (read, watch, play). - In the group: <ul style="list-style-type: none"> ▪ discuss the clues in pairs/groups ▪ write down ideas on the topic ▪ choose one or more ideas and make a project-start ▪ prepare a presentation on the topic (a dialogue, a script) - Class discussion (Prepare questions for other groups – feedback for the other groups). - In the groups: <ul style="list-style-type: none"> - Use the feedback and ... - Make a storyline/script/ storyboard.

	<ul style="list-style-type: none"> - You can choose which of the parts of the story making and video production you want your students to use. - Approve the project and the student make the video. 		
	<ul style="list-style-type: none"> - Monitor video making. 	PRACTICE Production	<ul style="list-style-type: none"> - Creating a video: <ul style="list-style-type: none"> - Choose your roles: actor, camera, director. - Edit it – talk while you look it through. - Is your movie done?
	<ul style="list-style-type: none"> - Share the videos with other groups. - Questions for the groups for peer-assessment: <ul style="list-style-type: none"> ▪ What is the story about? ▪ How is the story presented? ▪ How do they use the sounds? ▪ How was the movie filmed and edited? ▪ How make it you feel? 	AFTER Publication	<ul style="list-style-type: none"> - Let the student discuss each other’s video productions (Peer-assessment of the products).
AFTER	<ul style="list-style-type: none"> - Evaluate the products according to pre-set criteria. 		

Teacher and student as didactic designers in 3 phases in: “Monodisciplinary item 1” – Read'n'Run

The teacher's process		The student's process	
BEFORE	<ul style="list-style-type: none"> - Find a text (note the length (not too long) as the process takes time). - Group-organisation (random or pair the students up). - Prepare a question with the theme or a word on a slide on www.mentimeter.com (Preparation for teachers). Remember to open the answers for the students. 		
DURING Practice	<ul style="list-style-type: none"> - Provide students with the Mentimeter PIN. - Brainstorming on genre or theme-understanding (e.g. What comes to your mind when you think of...?) 	BEFORE Introduction	<ul style="list-style-type: none"> - The students find the mind map on www.menti.com and insert the game pin given by you. Students' knowledge on the subject/ the genre - Students write their answers to the mind map on www.menti.com (+ game pin)
	<p>Supply the text for each group.</p> <p>Find a good spot for the 'Read'n run. It can be in the classroom and/or outside.</p>	PRACTICE Production	<ul style="list-style-type: none"> - 'Read'n'run': <ul style="list-style-type: none"> ▪ Each group needs to choose: a reader, a writer and runners. ▪ Place the reader in front of a line with runners. On the other end place a writer with a computer. ▪ The reader reads a line from the text to a runner. ▪ The runner runs to the writer while memorizing the line. ▪ The runner tells the memorized line to the writer. ▪ The writer writes (on tablet or in notebook).

	<ul style="list-style-type: none"> - You can do your own Kahoot to emphasize the comprehension or you can check the students' questions and put them in a Kahoot (www.Kahoot.com; save the game pin). 		<ul style="list-style-type: none"> - Awareness of the strategies: <ul style="list-style-type: none"> ▪ Read the text together and compare the writer's text with the original text. - Talk about: <ul style="list-style-type: none"> ▪ The reader's strategy of reading to make the runners remember. ▪ The runners' strategy to remember while moving. ▪ The writer's strategy to listen and transform it to a written text. - The understanding part: <ul style="list-style-type: none"> ▪ Kahoot: Let the students create questions for a Kahoot in smaller groups. ▪ Play the Kahoot.
	<ul style="list-style-type: none"> - Facilitate questions and discussion of what and how they succeed. 	AFTER Publication	<ul style="list-style-type: none"> - Evaluation: <ul style="list-style-type: none"> - Play the Kahoot on www.kahoot.com and enter the game pin given by teacher. - Evaluate in plenum: Put words on what they learned and what strategy they used to succeed.
AFTER	<ul style="list-style-type: none"> - Evaluate the report from Kahoot - Save the report for later evaluation. - Look at what strategy they used to succeed. 		

Teacher and student as didactic designers in 3 phases in: Item 2 – Knee to Knee

The teacher's process		The student's process	
BEFORE	<ul style="list-style-type: none"> - Prepare videos (find videos with lots of visual impressions). <ul style="list-style-type: none"> ▪ Suggested videos: <ul style="list-style-type: none"> Kenzo World - YouTube Toyota. Palli var einn í heiminum Lacoste - Timeless - YouTube Snazilka - YouTube Dansk busreklame storhitter TV2 Fyn 		
	<ul style="list-style-type: none"> - Make pairs. 	BEFORE Introduction	
	<ul style="list-style-type: none"> - Observe how the students are explaining and listening to each other. 	PRACTICE Production	<ul style="list-style-type: none"> - Student no.1 sits on a chair with their back turned to the screen where the video is. - Student no.2 sits opposite them, facing the screen with their knees “almost touching” their peer’s knees. - Student no.2 watches the muted video and describes everything they can see (trying to be as descriptive they can be). - Student no.1 repeats everything they were told. (No. 2 are not allowed to correct or interrupt the repetition.)
DURING Practice	<ul style="list-style-type: none"> - Make an assessment to assess how the students liked the activity. (e.g. How did you like the Knee-to-Knee activity in the lesson? How active were you in the activity? How would you rate this lesson? What do you find important when you communicate? Which strategies did you use when you explained what you saw?) 	AFTER Publication	<ul style="list-style-type: none"> - Evaluation. - Watch the video together with sound and find out how good the descriptions were from student no.2. - Talk about how sound and images in a multimodal film provide a better coherence in understanding. - Evaluate in plenum: Put words on what they learned and what strategy they used to succeed.

AFTER	- Evaluate their work and provide each pair with feedback.		
--------------	--	--	--